Behaviour and Anti-Bullying Policy

Reviewed September 2026

The Stour Academy Trust

We are:

A Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology, we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision.

We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community, and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:

- Collaborative
- Nurturing
- Inclusive
- Ambitious
- Innovative

Introduction

This document provides a framework for a safe and supportive environment at Lansdowne Primary School, where all students can learn and reach their full potential. The policy adheres to the latest UK government legislation, including the Education and Inspections Act 2006, the Equality Act 2010, KCSIE 2025 and the Safeguarding Children and Safer Recruitment in Education regulations. The policy incorporates best practices and guidelines suitable for UK educational settings, promoting positive behaviour, respect, and inclusivity. It should be read in conjunction with the following policies: SEND, Suspensions and Exclusions, Safeguarding, Online Safety and Social Networking Policy, PSHE, Teaching and Learning Policy.

Rationale

This behaviour policy aims to create 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 learn in an environment where the expectation of pupil behaviour is high, providing all pupils with the opportunity to learn unhindered.

We aim:

- 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, thus diminishing any act of disruptive behaviour.
- To set clear expectations for conduct and behaviour in school so all children understand the values and ethos we hold.
- To provide a system of rewards to establish and maintain good behaviour, ensuring good communication with parents to support this.
- To encourage and praise greater effort and achievement.
- 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, which encourages self-discipline and regulation, and pupils to reflect upon their own behaviour and its consequences.
- To prevent bullying in any form including, but not limited to, harassment, racism and intimidation.
- 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.

Roles and Responsibilities

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

- Ensuring every child has the right to learn unhindered.
- 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, fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered 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.
- 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.

In addition to this:
The headteacher is responsible for implementing the behaviour policy, ensuring that it is followed consistently and confirming the values of the school are upheld by all stakeholders to maintain a safe and positive learning environment.
All staff members have a responsibility to promote positive behaviour, support and enforce the behaviour policy, and provide appropriate adaptations or interventions when necessary. This may be with the support of the SENDCo or Headteacher.

The Board of Trustees provides guidance and support to the headteacher in promoting good behaviour at the school and monitors how well the Headteacher prevents exclusions and suspensions.
Pupils are expected to adhere to the school's behaviour expectations, treating others with respect and following the rules and routines outlined in the policy.
Parents and carers play a crucial role in supporting the school's behaviour policy, reinforcing positive behaviour at home and working collaboratively with the school to address any concerns.

Rules
Our rules have been devised over a period of time and are made in school in conjunction with the children and in alignment with our school values of Respect, Inclusion, Success, Empathy. All rules are displayed in an appropriate place.

General rules
- Treat other people as we would like to be treated.
- Be honest with ourselves and others.
- Exhibit polite and courteous behaviour at all times.
- Be ready to work hard and learn.
- Respect other people's property and the property of the school.

These rules apply to all areas of school life and should be upheld and modelled by all members of staff. Class teachers may create class rules or code with the children in their class.

Implementation Strategies
All staff members aim to establish positive working relationships with the children they are teaching. All children are treated fairly and are given equal opportunity to take part in class activities. Staff should promote the school's values and be mindful that these values underpin all interactions with children, modelling and encouraging good conduct within school.
All teachers must follow the school policy regarding discipline and classroom management. All staff members should understand and promote the good conduct of children within the school. Zones of Regulation should be used to help the children regulate their emotions and self-soothe where possible. Clear expectations for moving about the school, behaviour for learning and interactions with peers and adults are the stepping stones to a cohesive approach that all children can follow.

Rewards
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. We reward our children for positive behaviour using a variety of strategies, including:
- Noticing good behaviour and celebrating it in class.

- Positivity pegs
- Dojo Points linked with school values
- Stickers
- Class based rewards systems
- Headteachers awards

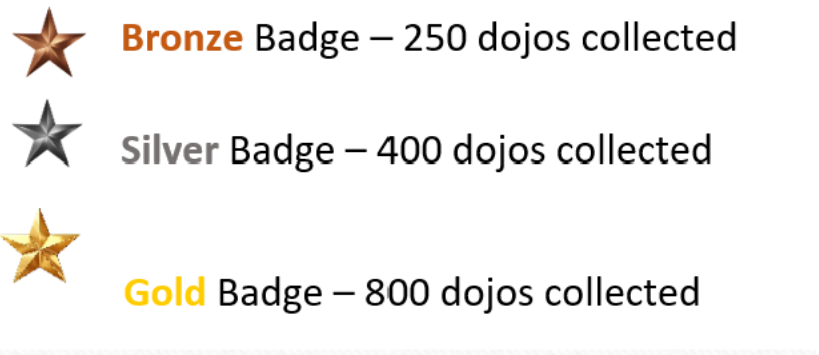
These rewards cannot then be removed from any child for poor behaviour.

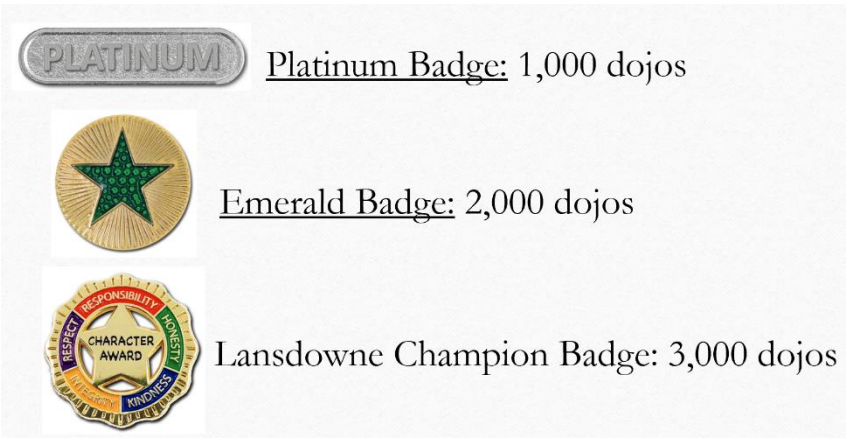
School Values

Our values are:

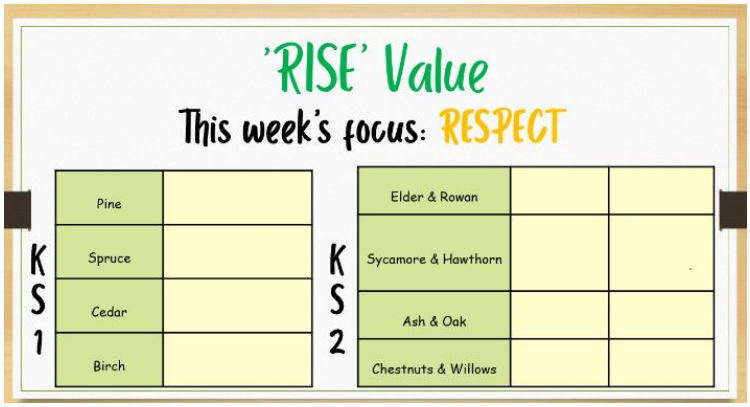
- Respect
- Inclusion
- Success
- Empathy

Dojo points are awarded to the children who demonstrate our school values. The children receive a badge when they have collected the set amount of dojo points.





The school values are celebrated during weekly assemblies and staff nominate children who have demonstrated a specific value for that week. The aim of this approach is to raise the profile, and to celebrate the children exhibiting the school values.



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

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. In addition to this we can use the terms promoted in the Zones of Regulation toolkit – 'expected' and 'unexpected' behaviours which is in line with the high expectations we communicate with the children.

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 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 as you've been asked, or you can choose not to do it now. 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 at 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.

High-quality planning and teaching

It is the firm belief of the school that high quality detailed planning based on accurate ongoing assessment, and the dynamic delivery of lessons which incorporate appropriate differentiated and challenging activities, will, in nearly all cases, eliminate disruptive behaviour.

However, it is recognised that in certain situations there may be a need to invoke specific sanctions for pupils who do not respond to the above. A whole school Emotions Coaching style is essential to ensure clear understanding, fairness and consistency in the implementation of sanctions. A Restorative Justice Approach may be used for conflict resolution.

Guidelines for effective management of behaviour

Around the school:

- Greet pupils and others in a friendly manner
- Start a dialogue
- Always deal with misbehaviour – ignoring means condoning!
- 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
- Keep everyone occupied and interested, ensuring pupils are motivated and extended when needed
- Set achievable goals in class and homework
- Get to know your children
- Maintain a clean and attractive working environment
- Address pupils correctly in a respectful manner

Things that are unacceptable:

- Humiliation
- Overreaction
- Blanket punishment
- Sarcasm

Things to strive for:

- Use humour
- Keep calm
- Listen attentively
- Speak to the pupil respectfully
- Get to *know* your pupils – most issues can be prevented with good planning and preparation
- Always carry out any consequences
- Be consistent

- Establish your authority firmly and calmly
- Reprimand the action not the child i.e. “The way you behaved was uncaring” not “You are uncaring”.

Ways to encourage pride in the school:

- Involve pupils in taking responsibility for their working environment
- Insist on a clean and tidy room and encourage tidiness in others
- Clear any graffiti immediately
- Keep displays neat and fresh
- Keep your desk and shelves tidy
- Insist on a litter free site
- Report damage immediately

Liaison with parents

Liaison may 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 this 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 teaching assistant at the end of each day, or at an agreed specified time and sent home.

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. In light of this, 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 be dealt with swiftly by a member of staff. In all such minor cases it is unlikely that parents would be informed.

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 in the school log.

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. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- 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).

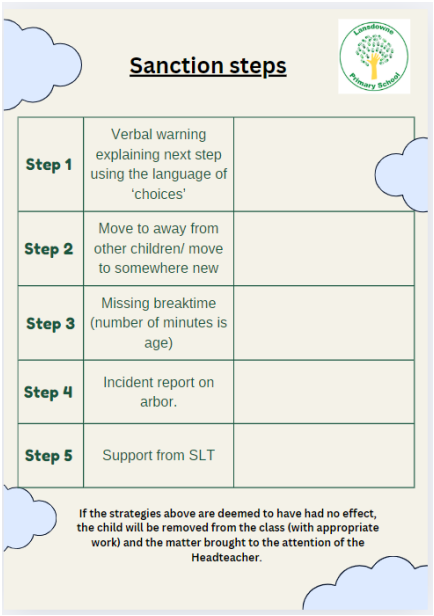
In rare cases 'Plan C' for pupils with more extreme problems whose inclusion in the school needs multi agency support and will be subject to a PASTORAL SUPPORT PROGRAMMES – PSP.

Plan A

Sanctions, if required, should be applied in the following order:

Within the Classroom - If child quickly amends behaviour acknowledge improvement.

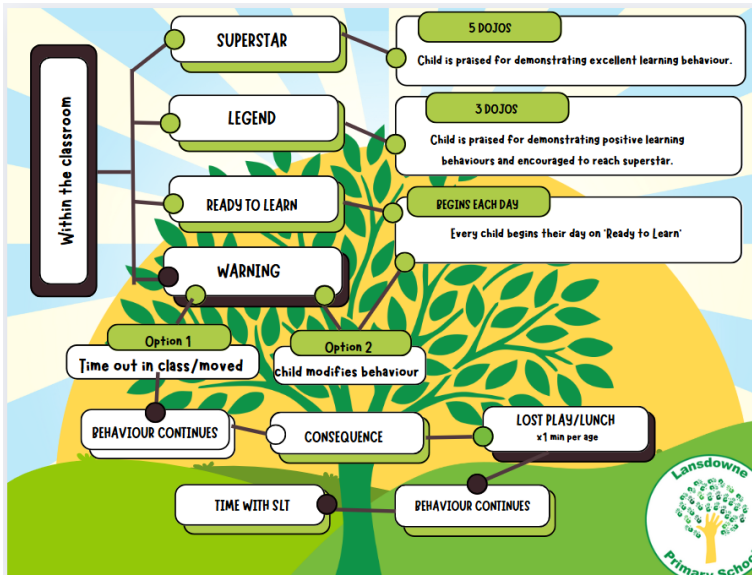
1. Verbal warning given, explaining next step using the language of ‘choices’.
2. Move to a desk or area away from other children.
3. Missing break times – age appropriate e.g. 9 mins. for a 9-year-old.
4. Complete behaviour incident report on Arbor.
5. In extreme cases, involving high level disruption, e.g., aggressive behaviour, behaviour which may put the safety of other pupils in danger, support from a member of the Senior Leadership team.
6. If the strategies above are deemed to have had no effect, the child will be removed from the class (with appropriate work) and the matter brought to the attention of the Headteacher.



Sanction steps

Step 1	Verbal warning explaining next step using the language of 'choices'	
Step 2	Move to away from other children/ move to somewhere new	
Step 3	Missing breaktime (number of minutes is age)	
Step 4	Incident report on arbor.	
Step 5	Support from SLT	

If the strategies above are deemed to have had no effect, the child will be removed from the class (with appropriate work) and the matter brought to the attention of the Headteacher.



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.

If rules 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. Child given 'Time out' – 5 minutes maximum and removed from situation to sit on bench.
3. Class teacher informed- behaviour incident report to be completed on Arbor by class teacher, Restorative Justice conversation to be had if appropriate.
4. If the strategies above are deemed to have had no effect, the child will be removed from the playground (with appropriate supervision) and the matter brought to the attention of the Headteacher. An Individual Behaviour Support Plan may be necessary to support the child at playtimes.

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

1. Class Teacher
2. Member of SLT
3. Head Teacher

Behavioural incidents and sanctions given should be recorded on Arbor.

Sanctions for extreme behaviour at playtime:

Certain 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.

<u>These are:</u>

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 parent(s) /carer(s) informed.

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 suspensions from lessons due to extreme disruption week after week. This plan will be developed by a referral to the SENDCo 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 (STAR charts).
- Set targets for behaviour that can be systematically rewarded (immediate, tangible rewards are most effective).
    - Instigate regular and appropriate methods of support from the Nurture 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.

<u>Pro-active - planned steps</u>

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

<u>Re-active - Be aware of early signs and take immediate action (unexpected behaviours)</u>

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

PLAN D (PHYSICAL INTERVENTION)

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

Classroom practice reinforces that any physical interventions are always a last resort when all alternative, positive interventions have been explored.
Physical interventions will only be used:

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

These criteria that warrant a potential physical intervention are determined by:
"Force should only be used as a protective measure and never as a disciplinary penalty" (Education Act 1996 Section 548).

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

School staff have a legal power to use reasonable force under section 93 of the Education and Inspections Act 2006. Any use of force must be reasonable in the circumstances and proportionate to the outcome it is intended to achieve.

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent a pupil from:

1. causing personal injury to, or injury to themselves or others

2. committing an offence

3. causing damage to property

4. causing disorder or seriously disrupting good order and discipline, whether during a teaching session or otherwise

(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. 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.

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.

- 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).
- Hold a child 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 incidents involving physical restraint (and any other restrictive intervention beyond everyday, non-restrictive contact) will be recorded and reported to the Senior Leadership Team as soon as practicable and no later than the end of the same day. Incidents will 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 particular 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/Governing Body 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.

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 Headteacher, 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
- CYPMHs

For children subject to this support, 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 themselves, 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 on the Autism Spectrum [AS] 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.
Each pupil is unique with their own needs. A profile needs to be developed of each pupil to identify these, 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 may be used to explain situations to the pupil alongside the language of 'choices'.

Nurture

We adhere to the six principles of Nurture as set out in the Marjorie 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. Nurture groups are facilitated by the trained Nurture Lead who has the expertise and knowledge to deliver explicit teaching concerning feelings, emotions, and behaviour strategies.
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 Nurture Lead facilitates structured play activities that provide explicit teaching around social interactions and relationships.

Anti-Bullying Policy

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

DfE definition of bullying:

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

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

It takes many forms and can include:

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

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

Early signs of distress which may be caused by bullying:

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting
- Crying 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 will not be tolerated. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community. Children have a right to feel welcome, safe and happy.

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.

The curriculum is designed to increase children's awareness of bullying and to help them to develop strategies to combat it (this includes an 'anti-bullying theme week). We 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.)

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 suspension imposed and in very serious cases will be expelled.

The staff at school will:

- 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. This policy should be seen as part of the school's behaviour policy.

Monitoring

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

The Board of Trustees reviews and approves this policy every two years. It may, however, review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

Mobile Phones and Smart Devices:

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

Arbor Behaviour Points

Incident type	Example	Points allocated
Classroom disruption	- Reached step 5 of behaviour policy (time with SLT). - Refusing to complete tasks. - Disrupting the teacher and other pupils with calling out etc…	**1**
Verbal abuse (not including racism, homophobia)	- 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.	**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.