Behaviour and Anti-Bullying Policy

Reviewed April 2026

The Stour Academy Trust

Trust Vision

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

"Laying the foundations for learning and life."

St Crispin's is a nurturing, inclusive environment where every child can lay the foundations for learning and life. We support our children and families to develop the tools to succeed at St Crispin's and beyond.

Ethos and Values- LEARN:

At St Crispin's, our behaviour approach is rooted in our core values:

L – Leadership

We empower children to take responsibility for their actions and to be positive role models.

E – Equity

We treat every child with fairness and respect, understanding that being fair doesn't always mean treating everyone the same. We make appropriate adjustments so that each child has the support they need to thrive and succeed.

A – Ambition

We have high expectations for behaviour and learning. We believe every child can develop the self-regulation and social skills needed for lifelong success.

R – Respect

We show kindness, good manners and care for one another, our community and our environment.

N – Nurture

We understand that behaviour is communication. We respond with warmth, consistency and support, particularly when children are finding things difficult.

These values underpin every aspect of our behaviour systems and reflect our commitment to laying the foundations for learning and life.

Introduction
This document is a statement of aims, principles and strategies for St Crispin's Infant 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.

St. Crispin's follows the Crisis Prevention Institute's Classroom Culture which has five principles of behaviour management. 1. Consistent, Calm Behaviour. 2. Sustainable Routines. 3. First Attention to Best Conduct. 4. Scripted Interventions. 5. Restorative approaches.

Rationale
This document provides a framework for the creation of a happy, secure and structured 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

At St Crispin's we aim to create and sustain a positive culture in which excellent behaviour enables every pupil to thrive socially, emotionally and academically. To achieve this, we are committed to the following principles:

Promoting an Inclusive, Supportive Learning Environment

- Promote the inclusion of all pupils by using teaching and behaviour-management strategies that prevent the need for exclusion in any form.
- Ensure planning, teaching and assessment actively engage all pupils—regardless of need or ability—reducing barriers to learning and minimising incidents of disruptive behaviour.
- Provide a calm, safe, caring and happy school community where every pupil has the opportunity to learn without interruption.

Establishing a Consistent Whole-School Approach

- Implement a whole-school approach to maintaining high standards of behaviour that reflect our core values and are applied consistently by all staff, teaching and non-teaching.
- Use a shared restorative justice approach to discipline, ensuring pupils are supported to make positive choices and repair relationships.

Clear Expectations, Boundaries and Consequences

- Clearly outline our expectations for behaviour and the consequences that follow when these expectations are not met.
- Define and communicate unacceptable behaviours, including bullying, discrimination, and any conduct that undermines the safety or dignity of others.

Encouraging Positive Behaviour and Self Discipline

The Classroom Culture approach sets the expectation that a certain level of good behaviour is expected. Rewards are given to children who go "above and beyond" expectations

- Provide a system of rewards that recognises positive behaviour, effort and achievement, reinforcing the behaviours we wish to see.
- Use appropriate, consistent language—including the language of “choices” and an “emotion coaching” approach—to guide pupils toward self-regulation.
- Promote self-discipline through restorative practices and self-regulation tools that encourage pupils to reflect on their behaviour and understand its impact.

Preventing Bullying and Promoting Respect

- Prevent bullying through proactive teaching, vigilance and clear processes for intervention.
- Encourage respect for others within and beyond the school community by modelling positive relationships, inclusivity and care for one another.
- Promote teamwork, empathy and mutual support in all areas of school life.

Partnership with Families

- Maintain strong, effective communication with parents and carers to support consistency between home and school, particularly when addressing persistent or concerning behaviour.

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 school community– including teaching and support staff, parents, pupils and Trustees, contribute towards the school’s aims by:

- Ensuring every child has the right to learn without barriers. 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**.**

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.

Our school rules are simple, positive and aligned with LEARN:

- Be Ready
- Be Safe
- Be Respectful

Throughout the school it is an expectation that there is respect for others' property, that we treat people as we wish to be treated, and we always behave politely and courteously.

In our classrooms it is an expectation that we listen to others, take turns, follow instructions and always try your best. That we work quietly without disturbing others, be honest, and stay helpful, kind, and polite while keeping our hands and feet to ourselves.

In our playground it is an expectation that we follow the OPAL rules: stay in agreed play areas, use benches for sitting or quiet activities, and respect others' games. That we are kind, helpful, and polite to everyone, show compassion, and keep our hands and feet to ourselves to be a good friend.

During indoor lunch time our expectations are that we line up sensibly, use good manners, talk quietly, and raise our hand when we need something. That we keep tables tidy, use the cutlery provided, and walk around the school calmly and quietly.

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.

Whole-school Conduct Expectations

Our school rules support children with a predictable environment that has clear routines and expectations, which will ensure disruptions to learning are minimised. Adults praise the desired behaviour and recognise these in a positive manner:

- Children walk safely and quietly around the school.
- Transitions between activities are calm and timely.
- Lining up, children gather sensibly and are forward facing.

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.

Rewards

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 values and be mindful that these values 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 so doing, 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:

- Stickers, including LEARN values stickers
- Certificates- including Headteachers awards for LEARN and celebration LEARN certificates shared in our celebration assemblies
- Headteacher tea party
- Use of positive praise
- Do Jo individual points (linked to DoJo shop)
- Presentation Champion badge and sticker

- LEARN trophies once a term
- Whole class star jar

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 helpfulness sticker like the other children, if you choose not to join in then you will not be able to have a sticker. It's your choice."

> "X you have a choice. You can work on your writing now or you can choose not to get on with it. If you choose to do the work then you can go out at playtime with your friends. If you choose not to do your work now then you will have to stay in a playtime and finish it. It's your choice."

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

Consequences are not carried over from day to day but this will be reviewed depending upon the time of the incident and further information coming to light.

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 Programme – 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.*

Responding to Misbehaviour
We respond calmly and consistently, modelling respect and leadership. Our approach reflects our value of Nurture while maintaining Ambition and high expectations. Arbor will be used to record any behaviour incidents.

Our graduated response:

Within the Classroom

Step 1: Redirection – Gentle encouragement, a 'nudge' in the right direction, small act of kindness.

Step 2: Reminder - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible using the language of choices. "X you have a choice. You can help tidy away the paints like everyone else, or you can choose not to help. If you choose not to join in, then you will not be able to have a sticker or will have a consequence. It's your choice."

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Logical Consequences: Directly linked to the behaviour (e.g., practising walking safely, tidying resources).

Step 3: Reflect –Give the learner a chance to reflect away from others in class (5 mins). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. "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." If the behaviour continues, children miss a proportional time of break or lunch. For example, if you are 6 years old you miss 6 minutes. If this step is needed in the afternoon this time is spent with the TA out of the classroom (if your class TA is unavailable, please ask your partner class TA) This should not be carried over to the following day.

If a child requires steps 1-3 again within a lesson move to step 4

Step 4: Remove - At this point, the learner will be referred (to SLT) internally to another room in the school for a 5 minute reflection time followed by a restorative conversation. All internal referrals must be recorded on Arbor and parents contacted that day by class teacher. *If a child gets to step 4 for the second time in the same day, the senior leadership team may advise on an internal exclusion. SLT will phone home should an internal be given.*

We do not use:

- Public shaming
- Collective punishment
- Humiliation
- Removal of basic rights

These behaviours are unacceptable in our school:

1. Swearing. (targeted)
2. Physical assault.
3. Refusing (after all adaptations have been made).
4. Exiting the classroom without adult permission.

Any of these behaviours displayed will result in the child being sent to for reflection time (step 4) with a member of the Senior Leadership Team. There will be no warning as these are non-negotiables. Families will be contacted if their child requires reflection time with SLT.

Nurture Nooks

All classes have a nurture nook area to support inclusion and are recommended to de-escalate patterns of behaviour, giving children space and time to reflect. These areas are resourced to support children's sensory needs, such as comfortable seating, inclusion resources, such as ear defenders, timers, calming play lists designed by the children, positive affirmations written by the children, reflection books and access to QR codes for strategies for calming down and breathing techniques. These are linked to Microsoft Reflect. These areas may differ from class to class.

The Playground:

The adults on duty should be vigilant and concerned for the welfare and safety of all pupils, at all times. Staff should always be alert for signs of bullying, verbal, physical or discriminatory, and deal with these immediately. Staff should ensure all pupils walk into the building in an orderly manner.

Staff will indicate a time to stop and freeze (using 'freeze' along with a visual to support) enabling messages to be given and supporting children's safety. Staff will indicate with a bell five minutes before the end of the lunchtime playtime and ask children to tidy away any equipment that is being used. Adults will set the expectation that all children are helping to tidy away. This will be monitored by staff and develop children's pride in their school. A second bell will be rung, indicating to children to line up on the playground. The year group TA will support this. Class teachers will collect their children from the playground and expect 'proud' walking into the classroom.

Reception will change from wellies (if appropriate) when they return to their classroom,

Year 1 and 2 children will change their wellies when they come off from the school field and be supervised by the Play Workers.

Staff are to ensure that all pupils are aware of supervisors, at all times.

Staff will have designated areas of supervision. Staff will engage in play with the children to support social interactions and skills.

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

Warning	1. Verbal warning given, explaining next step and strategies for avoiding it using the language of 'choices'.
Warning card	2. Warning card shown to child and child informed why and next step if behaviour continues using language of 'choices'

Time out card 🟥	3. Child given 'Time out' card (red)– 5 minutes maximum and removed fromsituation to sit (Quad area or walk with adult) This should be managed by all staff on the playground and time out spaces or benches used. Restorative conversation to be had and logged on Arbor.
Class teacher informed	4. Class teacher informed verbally
Arbor	Behaviour incident report to be completed on Arbor.

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 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 than higher level action. Sanctions should be planned and fair; they must not in any way damage the relationship between pupil and staff.
- Consequences should be short term.
- Restorative justice conversations should be had as a form of debrief following any behavioural incidents.

TIME OUT

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

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

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

PLAN C (PASTORAL SUPPORT PROGRAMMES – PSP)

A small percentage of children, whose behaviour and responses can be difficult to predict or manage as a result of their individual additional needs, may be at risk of escalating quickly towards suspension if the main behaviour policy is applied without reasonable adjustment or additional support. These children will therefore be subject to a Pastoral Support Programme (PSP) and the whole school will be informed of the agreed strategies to support them. Their individual programme will be drawn up through multi-agency working and will involve parents and, where appropriate, pupil voice. It will be reviewed regularly and all relevant staff will be given a synopsis of agreed outcomes and strategies.

PLAN D (PHYSICAL INTERVENTION)

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New DfE guidance on "Restrictive interventions, including use of reasonable force, in schools" comes into effect on April 1, 2026, requiring mandatory recording and reporting of all significant incidents to parents.

Definitions: Restrictive Interventions and Reasonable Force:
Restrictive intervention refers to any physical or non-physical action intended to prevent, restrict or subdue the movement of a pupil, used only when necessary to prevent harm.
Reasonable force refers to force that is necessary, proportionate and used for the shortest possible time to prevent injury, serious disorder, property damage, or a pupil absconding into danger.

The emphasis is on a proactive approach, i.e., early intervention, prevention and developing alternative behaviours, rather than on reactive strategies. Schools are encouraged to implement prevention and de-escalation techniques, such as creating supportive environments and training staff in effective communication strategies.

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

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

Physical interventions will only be used as a last resort:

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

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 at a school have the power to use reasonable force. (Restrictive interventions, including use of reasonable force, in schools April 2026).

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.

Staff never use any restraint that restricts breathing or circulation, including pressure on the neck, chest, abdomen, back, mouth or nose.

Recording and Reporting Significant Incidents:

A significant incident is any instance where restrictive intervention or reasonable force is use.

All significant incidents are recorded on the same day or as soon as practicable. Records include the reason for the restrictive intervention or reasonable force, type of intervention, duration, who was involved, any injuries, pupil voice.

Parents/ carers are informed of the incident as soon as practicable, ideally this is on the same day.

Use of Seclusion (Statutory Duty):

Seclusion is only used as a non-disciplinary safety measure to prevent immediate harm. Seclusion:

-supervised

-never used as a punishment

-recorded and reported in the same way as restrictive interventions

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

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

- Always make it clear that the physical contact will stop as soon as it ceases to be necessary.

All physical interventions or ‘significant incidents’ 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. This will be followed up by an electronic ABC form. A "significant incident" is defined as any situation where the use of reasonable force exceeds appropriate physical contact between pupils and staff.

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

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 Positive Behaviour Plan may be written in advance in the interests of safeguarding the pupil themselves in addition to other pupils and members of staff.

For Support for Pupils with Special Educational Needs and Disabilities

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

Staff consider whether behaviours are linked to communication difficulties, sensory overwhelm, or emotional regulation needs.

Staff only use restrictive interventions when absolutely necessary and after all other strategies have been explored.

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, and 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 will be presented visually.

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

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

Suspension

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

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

Please see Suspensions and Exclusions Policy for further details.

Permanent exclusion

When a permanent exclusion is issued, it must be reviewed by the appropriate governing board or academy trust panel within the statutory timescales, in line with the Trust's Suspensions and Permanent Exclusions Policy and current DfE statutory guidance.

Parents and carers must be informed of their rights, including their right to make representations, to request an independent review where applicable, and to request that a Special Educational Needs expert attends the review panel where relevant.

The school will follow the current statutory guidance on suspensions and permanent exclusions, including duties to notify parents, the local authority, the governing board or academy trust, and where applicable the pupil's social worker and Virtual School Head.

Parents and carers may be accompanied at meetings and the pupil's views should be considered, taking account of their age and understanding.

Guidelines for effective control of behaviour

Around the school:

- Greet pupils and others in a friendly manner.
- Start a dialogue.
- Always deal with misbehaviour
- 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 tidiness.
- Encourage tidiness in others.
- Leave the room neat and tidy.
- Clear any graffiti immediately.
- Deal firmly and fairly with offenders.
- Keep displays neat and fresh.
- Keep your desk, shelves tidy.
- Insist on a litter free site.
- Report damage immediately.

Procedures for providing children with opportunities to discuss appropriate behaviour:

- Talking to a senior member of staff.
- A restorative justice conversation.
- Allocation of a ‘named adult’.

- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (see PSHE/RE policy).
- A clear focus for work on relationships and feelings as part of PSHE work throughout school.
- A programme of religious education which includes ethical issues (see RE policy).
- Circle time – an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of the autumn term.

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 wellbeing.
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. 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 assessment is completed to establish if the pupil is ready to exit the nurture group. Nurture groups are facilitated by a trained Teaching 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:

- Emotions check in.
- Visual timetable.
- Work stations (as required).
- Time to talk.
- Weekly PSHE lessons.
- Nurture Nooks.
- 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 teaching assistant facilitates structured play activities that provide explicit teaching around social interactions and relationships.

Anti-Bullying Policy

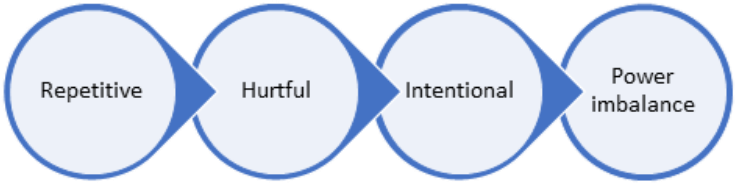
At St Crispin's we ensure our pupils are secure and able to make excellent progress whatever their background. Each person, in all their unique difference, should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, 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.

What is bullying?
There is no legal definition of bullying, however members of St Crispin's 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.

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 argue. 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.

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.

Bullying can occur among children and young people from all backgrounds, cultures, races and sexes, and across different age groups.

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.)

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 behaviour is persistent or serious, the school will respond in line with this Behaviour and Anti-Bullying Policy and the Trust's Suspensions and Permanent Exclusions Policy. This may include targeted support, restorative work, parental meetings, internal removal where appropriate, suspension, or, in the most serious cases and as a last resort, permanent exclusion.

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.

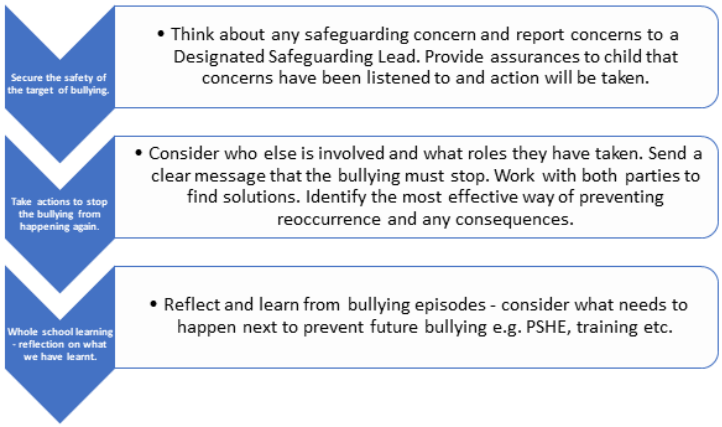
Their class TA.

Each class has a Reflect where children can report their concerns if they do not feel confident speaking to an adult.

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 St Crispin's, 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) - Limited effort made in class to complete tasks to a reasonable standard.	**1**
Physical incident	- Tap, push, grab, pinch – low level physicality.	**1**
Damaging property	- Theft - Deliberate actions intended to damage school property or another child's property. - Vandalism of school environment	**2**
Fighting	- Children have fallen out and physically hurt each other	**2**
Failing to follow the repeated instructions given by staff (SLT)	- Attempting to leave school - Failure to return to classroom/office when asked to - Refusing to leave classroom (or any area) when asked to do so	**2**
Verbal abuse	- Racist comments - Discrimination against someone with SEN or a disability - Homophobic comments - Swearing	**3**
Physical attack	- Injury deliberately caused by a child to another person	**3**

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.