Behaviour and Anti-Bullying Policy

Reviewed September 2026

The Stour Academy Trust

Introduction

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

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

Rationale

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

School Culture

School Values: Happiness, **E**ngagement, **A**mbition, **R**espect, **T**ogetherness – Our values underpinning word is HEART. Children are at the heart of everything we do. We are compassionate. We are brave.

Heart is at the core of our school community. We strive to create an environment that fosters joy, positivity, and emotional well-being. By prioritising the happiness of our pupils, staff, and parents, we aim to create a supportive atmosphere where everyone feels valued, appreciated, and motivated to reach their full potential.

Engagement is the key to unlocking the love of learning. We promote active participation and hands-on experiences that stimulate curiosity, critical thinking, and creativity. Through interactive and meaningful activities, we encourage our pupils to be enthusiastic learners, actively seeking knowledge and discovering their unique passions.

Ambition is nurtured by setting high expectations. We inspire our pupils to dream big and embrace challenges as opportunities for growth. By instilling a sense of ambition, we empower our pupils to set goals, persevere in the face of obstacles, and strive for excellence in all aspects of their lives.

Respect is the foundation of our school community. We embrace diversity, inclusivity, and empathy. We foster an environment where individuals are valued and differences are celebrated. Through teaching and modelling respectful behaviour, we aim to cultivate a strong sense of integrity, compassion, and understanding among our pupils.

Togetherness strengthens our school community. We emphasise collaboration, teamwork, and social responsibility. By promoting a sense of belonging, cooperation, and mutual support, we foster positive relationships among pupils, staff, parents, and the wider community. We believe that by working together, we can create a nurturing and harmonious environment that enriches the lives of all.

By achieving this culture, we aim to:

Aims

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

Principles

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

School Responsibilities

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

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

Responsibilities of the children

Our Classroom Code

- H- manage your distractions and remain on task.
- E- Listen carefully and follow instructions.
- A- Be proud and always try your best.
- R- Be helpful, kind and polite.
- T- Work with other children and adult.

Playground Rules

- H- Be helpful, kind and polite.
- E- Use all equipment sensibly.
- A- Build positive friendships and have fun.
- R- Respect other's games.
- T- Include others in your games.

Lunch Hall Rules

- H- Enjoy your lunch.
- E- Engage in quiet, respectful conversations.
- A- Walking sensibly and safely to the hall.
- R- Be well-mannered, use please and thank you.
- T- Try to keep the tables clean and tidy and use the cutlery provided.

Positive Reinforcement

All teachers aim to establish positive relationships with the children, that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. Teachers should promote the school's values and be mindful that these values underpin all interactions with children. All teachers must follow the school policy with regard to classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We have high expectations for behaviour. We provide experiences and praise for our children for positive behaviour using a variety of strategies, including:

- **Going for Gold:** Going for gold is a class and individual based positive behaviour system.
    - **Class-based experience-** Every pupil starts the day on gold. The aim is to follow the school rules and stay 'on gold' for the whole day. If a child has not met one of their responsibilities, and regulation strategies have not modified the behaviour, they will be 'off gold'. If a pupil receives an internal exclusion or suspension they will not end the day on gold. At the end of the day, if the whole class has remained 'on gold' the class is awarded a Privilege Card.

    - When a class has achieved:
        ⭐ 5 Privilege Cards
        Extended Playtime (15 minutes)
        ⭐ 10 Privilege Cards
        VIP Lunch in the Hall
        ⭐ 15 Privilege Cards
        Afternoon Tea
        ⭐ 20 Privilege Cards
        Teacher Swap
        ⭐ 25 Privilege Cards
        Campfire Stories & Marshmallows
        ⭐ 30 Privilege Cards
        Mini Disco
        ⭐ 35 Privilege Cards
        Ice Cream Parlour
        ⭐ 40 Privilege Cards
        Movie Night & PJs
    - **Individual based reward: Golden Gift Shop-** Children are also awarded with an individual prize at the end of each term if they remain on gold each day. This special assembly is a highlight of the term as the pupils love to visit the Golden Gift Shop. Children will also receive a golden heart badge – can they collect one each term?

- **HEART Trophies – Celebrating Excellence**
    To further celebrate exceptional contributions and positive behaviour, we proudly present our HEART Trophies—a special recognition for children who consistently go above and beyond in demonstrating our school values across all aspects of school life.
    Each term, five children will be selected—one for each HEART value:

Happiness
Engagement
Ambition
Respect
Togetherness
These children will have their names engraved on the corresponding trophy, creating a lasting tribute to their outstanding character and achievements. The HEART trophies are a powerful way to honour those who inspire others and truly embody the spirit of our school.

- **House Points and the Richmond House Challenge Model**

The Richmond House Challenge Model recognises and celebrates pupils who consistently demonstrate the school's HEART values and make a positive contribution to the wider school community.
House Points are awarded for visible examples of:

- **Happiness** - encouraging others and maintaining a positive attitude.
- **Engagement** - showing resilience and excellent participation in learning.
- **Ambition** - going above and beyond academically and striving for personal success.
- **Respect** - demonstrating kindness, excellent manners and consideration for others.
- **Togetherness** - supporting peers and contributing positively to the school community.

House Points are awarded for exceptional effort and contributions that go beyond everyday expectations. This may include acts of kindness, representing the school positively, sporting achievements, improvements in attendance, reading milestones and contributions to the wider community.
Within the school's recognition systems, each approach has a distinct purpose:

- **Going for Gold** recognises individual conduct and positive choices over time.
- **Class Privilege Cards** reward collective class effort and teamwork.
- **House Points** celebrate contributions to the wider school community and demonstration of the HEART values.

This ensures that each recognition system remains meaningful and has a clear, defined purpose.

<u>Reception Behaviour System</u>

In Reception, all children begin each day **on the Heart**. Being on the Heart means a child is demonstrating the school's **HEART values** of **Happiness, Engagement, Ambition, Respect and Togetherness** through their behaviour, learning and interactions with others.
If a child displays undesired behaviour, they will receive a verbal warning and a reminder of the expected behaviour. If the behaviour continues, the child's name will be moved from the Heart and placed alongside it. The child will then complete a **5-minute time out** to support reflection and regulation.
Once the child has made positive behaviour choices and is observed demonstrating the HEART values, their name will be returned to the Heart. This approach reinforces that children can learn from their mistakes and make positive changes to their behaviour.
If all children remain on the Heart at the end of the day, the class will earn their **Class Privilege Card**, contributing towards their class reward and celebrating positive behaviour and teamwork.

<u>Inclusion Bases</u>

We recognise that every child is unique, and while many thrive within a whole-school approach, some may benefit from more personalised support. For these children, we offer alternative

provision through intervention classrooms, a nurturing environment designed to meet individual needs while maintaining high expectations and a strong connection to our school values.

Children in the intervention classrooms are encouraged to demonstrate our core values—HEART—throughout the day. Positive behaviour is celebrated through a structured positive behaviour system:

Daily Stars: Children can earn up to three stars each day—one in the morning, one at lunchtime, and one at the end of the day—by consistently showing HEART values.

Privilege Cards: If all children earn all three stars, they will receive a class privilege card at the end of the day.

Privilege Experience: Once the class collectively earns 24 privilege cards, they will enjoy a privilege experience for their positive efforts.

In addition to this positive behaviour system, children in the intervention classrooms follow the school's behaviour script to support positive choices and self-regulation. All behaviour management strategies align with the school's behaviour policy and are adapted to meet individual needs through personalised risk assessments where necessary.

- **Daily School Value certificates** awarded in the moment for demonstrating the school values.
- **Attendance celebrations** awarded for weekly 100%, termly 100% and improved attendance.
- **Value Stickers** awarded during unstructured times of the school day for demonstrating the school values.
- **Engagement in learning-** a variety of rewards given for showing engagement in learning e.g. stickers, postcards, phone call home.
- **Maths Doodle certificates** are awarded by maths lead when reaching a significant milestone.
- **Numbots and TTRS** certificates are awarded each week in for recognition of times tables and number bonds.
- **Reading Challenge:** Children choose a book to keep after completing one side of their own bookmarks.
- **Headteacher awards/rewards**. These are **exceptional** pieces of learning examples. Children visit the Headteacher each day to celebrate and share their exceptional piece of work.

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

Regulation Strategy

Restorative Justice

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

The aim of restorative justice is to create positive outcomes from negative behaviour.
It is based on the 4 principles of; respect, responsibility, repair and reintegration.
Restorative justice is used with the aim of:

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

When holding a restorative justice conversation with a pupil or group of pupils the following script will be used;
What happened?
What were you thinking (feeling) at the time?
What do you think (feel) about it now?
Who has been affected by what has happened? - In what way?
What do you think needs to happen to make things right?

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

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

Choices and Consequences

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

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

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

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

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

Sanctions

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

Plan A

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

Within the Classroom

1. Verbal warning using the agreed script and the language of choices. Include take-up time.

"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."

2. Time Out (5 mins) in the classroom. Child and adult complete a Restorative Justice conversation when the child is ready, before returning to their work.

"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."

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

4. Reflection room (Positive Behaviour and Inclusion Assistant will support with reflection time and a message will go home).

5. If a child gets to step 4 for the second time in the same day, Positive Behaviour and Inclusion Assistant will advise on an internal exclusion. SLT will phone home should an internal be given.

* No consequence should be carried over to the next day (exceptions for non-negotiables), all behaviour should be dealt with in the same day. Consult with SLT if you feel it would be carried over.

* Unless after 2:30pm, all internals should occur on the same day, if after 2:30pm, please consult with SLT.

Any child who has followed step 3, 4 or 5 must be logged on Arbor the same day by 4pm. Any actions taken must be logged that day. Is it the dealing staff member to log incident on behaviour and class teachers' reasonability to ensure the behaviour has been tracked up to and including step 4 of the 'within the classroom' section of this policy. Any Level 3 incidents should be logged on CURA.

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

The Playground:

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

- Be punctual to duties and wear a HiViz.
- Always be alert.
- Ensure all pupils walk into the building in an orderly manner.
- Ensure pupils are aware of TAs at all times.

- Log incidents on Arbor and communicate with the class TA concerned.

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

1. Verbal warning given, explaining next step and strategies for avoiding it using the language of 'choices'.
2. Warning given to child; child informed why and next step if behaviour continues using language of 'choices'.
3. Child given Time out – for example if you are 7 years old you miss 7 minutes and removed from situation to sit on bench.
4. Class TA informed- behaviour incident report to be completed on Arbor, restorative justice conversation to be had.
5. If the strategies above are deemed to have had no effect, the child will be removed from the playground and taken to the Positive Behaviour and Inclusion Assistant on Duty for Sanction (Reflection Room/Internal Room).

At Richmond Primary School, we have **four non-negotiables** that apply across all school environments, including wrap-around care, after-school clubs, and breakfast clubs. A breach of any one (or more) of these expectations will result in an **internal exclusion** and parents/carers will be informed via Arbor or via telephone from a member of the leadership team in more serious incidents.

1. **No swearing**
2. **No hitting**
3. **No refusing adult instructions**
4. **No leaving the classroom** (except when using the red beanbag area to self-regulate)

Behavioural incidents and sanctions given should be recorded on Arbor.

PLAN B (INDIVIDUAL BEHAVIOUR SUPPORT PLAN)

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

Aims of this plan are to:

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

- Focus on positive behaviour.
- View unwanted behaviour as communication rather than ‘naughtiness’.
- Support Referral to outside agencies if appropriate.

Pro-active - planned steps

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

Plan action to support changes:
e.g.

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

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

Scripted steps (allowing time and space in between steps)

1. Employ distraction techniques and reminder of desired behaviour

2. Direct instruction

3. Instruction and reminder of choices

4. State choice of consequence (target desired behaviour) using language of ‘choices’

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

Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach time-out.
- Plan distraction.
- Offer clear boundaries e.g., yes, when.
- Transfer to a different adult if appropriate.
- Individual Behaviour Support Plan Sanctions should be as Low-level as possible and short term. Low-level action that is consistent and certain is more effective that higher level action. Sanctions should be planned and fair, they must not in any way damage the relationship between pupil and staff.

- Consequences should be short term.
- Restorative justice conversations should be had as a form of debrief following any behavioural incidents.

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

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

- If the child continues to find it difficult to self-regulate then they would be further supported. The adults will risk assess each scenario individually and request support and advice from SLT where necessary.

PLAN C (PASTORAL SUPPORT PROGRAMMES – PSP)

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

Sanctions for extreme behaviour, which may need Plan C or D:
Unacceptable behaviours bypass steps 1 – 4 above, and the child should be removed from the playground for their own safety and the safety of others.

These are:

1. Pre-meditated attack

2. Unprovoked attack

3. Using any object with intent to harm

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

5. Racist, sexist, homophobic or discriminatory behaviour.

6. Swearing and/or Verbal Abuse

7. Repeated breaches of the school behaviour policy.

8. Any form of bullying.

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

10. Vandalism.

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

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

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

Internal Exclusion

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

Suspension

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

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

Please see Suspensions and Exclusions Policy for further details.

Permanent exclusion

When exclusion is permanent, the Directors Discipline Committee must meet to review the exclusion. Parents / carers and an LA representative must be invited to review the meeting.

Even if the parents/carers did not attend the Directors Discipline Committee meeting, they have the right to appeal to an Independent Appeal Panel if the Directors Discipline Committee uphold the decision to exclude.

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

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

PLAN D (PHYSICAL INTERVENTION)

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

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

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

Physical interventions will only be used:

1. **If a pupil is at risk of harming themselves or others.**

2. **If there is serious damage to property**

3. **If causing serious disruption that is detrimental to the learning of themselves or others (This may require a pupil being removed, or prevented from removing themselves, from a classroom).**

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

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

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

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

1. causing injury to themselves or others

2. committing a criminal offence

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

(Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England 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.

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

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

All physical interventions are recorded and brought to the attention of the Senior Leadership Team.

A report of the incident made to parents should include the following details as a minimum:

• time, date, location and approximate duration of the intervention

• brief account of why the intervention was assessed as necessary in that instance

• brief account of what type of force was applied, and the degree of force

• details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Parents/carers will be informed on the day of the incident by a member of the senior leadership team either by telephone or in person.

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

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

Educational Psychologist

Specialist Teaching and Learning Services

Social Services

CYPMH

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

For pupils on the Autistic Spectrum

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

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

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

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

School responsibilities need to be presented visually.

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

These plans should be reviewed termly.

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

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

Pupils need to be given access to: -

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

Guidelines for effective control of behaviour

Around the school:

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

In the Classroom:

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

Things that are unacceptable:

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

Things to strive for:

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

Ways to encourage pride in the school:

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

Procedures for providing children with opportunities to discuss appropriate behaviour

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

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

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

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

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

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

Nurture Policy

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

1) Children's learning is understood developmentally
2) The classroom offers a safe base
3) Nurture is important for the development of self-esteem.
4) Language is understood as a vital means of communication
5) All behaviour is communication.
6) Transitions are significant in the lives of children.

Our Nurture approach

Nurture group interventions

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

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

Nurture in the classroom

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

- Termly wellbeing days
- Worry monster / jar
- Emotions check in
- Visual timetable

- Work stations (as required)
- Time to talk
- Weekly PSHE lessons
- Regular circle time

Nurture on the playground

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

Anti-Bullying Policy

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

DfE definition of bullying:

There is no legal definition of bullying.

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

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

It takes many forms and can include:

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

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

Early signs of distress

- Withdrawn
- Deterioration of work

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

Bullying can take many forms but three main types are:

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

Our approach to bullying

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

Aims

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

Susceptibility to bullying may be:

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

Reason for being a bully

- Victim of violence
- Bullied at home
- Enjoyment of power/creating fear
- Not allowed to show feelings

- Copying behaviour at home or on TV or video games
- Unhappy
- Insecure (coward at heart)
- Self-hating

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

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

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

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

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

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

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

Self-action

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

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

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

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

Parents

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

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

Monitoring

In light of this policy the Senior Leadership Team will continually monitor the behaviour 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.

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
Verbal Abuse (not including racism, homophobic or swearing)	-Called another child stupid.' -Made facial expressions at Child A and called them an idiot.'	**-1**
Low Level Classroom Disruption	-Made noises over the class teacher during learning time.' -Was distracting Child A during learning time.'	**-1**
Unsafe Classroom Disruption	-Flipped over a table and threw a chair, resulting in the other children having to leave the room.	**-2**
Playfighting	-Was playfighting with a stick and hurt Child A.	**-2**

	- Were playfighting. Both children bumped their head and needed First Aid. -Were playfighting with the skipping rope. Child B was hurt.	
Damage to property with intent	-Threw her iPad, causing the screen to smash. -Kicked the wall outside the classroom, resulting in a hole. -Flipped over the bench on the playground. -Threw multiple items across the classroom.	**-2**
Swearing	-Swore at Child A. -Swore at an adult.	**-3**
Refusing adult instruction	-Refused to come into class after the bell. -Refused to complete work set. -Refused to follow the instructions given, -3resulting in her becoming unsafe. -Refused to complete time out.	**-3**
Racism/Homophobia	-Used racial language towards Child A. -Used homophobic language towards Child A.	**-3**
Hitting another child	-Hit Child A in the leg during learning time unprovoked. Child A require First Aid. -Retaliated by hitting Child A in the arm on the playground. -Hit Adult A on the head after being asked to follow an instruction.’	**-3**
Hitting an adult		**-3**
Fighting	-Was involved in a fight with Child A and B on the playground. -Was involved in a fight with Child A and B on the playground. Child B was injured and required First Aid. -Instigated a fight with Child A on the playground. -Retaliated and became involved in a fight with Child A and B on the playground.’	**-3**

Exiting the classroom without permission	Exited the classroom during learning time	**-3**

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, such as hitting, biting, throwing, or 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, such as removing dangerous objects or pausing play until the child is 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.