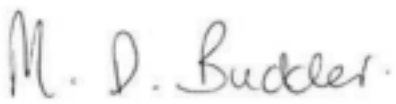
BEHAVIOUR & ANTI-BULLYING POLICY

Be ready, Be respectful, Be safe

Date of Changes	**Summary of Changes**
Spring 2026	
Date of Review	Spring 1 2027
Ratified By WGB	
DOCUMENT VERSION CONTROL	**This policy is taken to WGB**

"You can be strict without being nasty, maintain boundaries without cruelty, correct children without aggression". (Paul Dix, Pivotal Education)

Poulner Infant School and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions to support children. The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour

Aim of the policy

● To create a culture of exceptionally good behaviour: for learning, for community,

for life.

● To ensure that all learners are treated fairly, shown respect and to promote good relationships.

● To refuse to give learners attention and importance for poor conduct.

● To help learners take control over their behaviour and be responsible for the consequences of it.

● To build a community which values kindness, care, good humour, good temper, respect and empathy for others.

● To promote community cohesion through improved relationships.

● To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

● Recognise behavioural norms

● Positively reinforces behavioural norms

● Promote self-esteem and self-discipline

Expectation of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. **Meet** and **greet** at the door.

2. Refer to '**Ready, Respectful, Safe**'.

3. **Model** positive behaviours and build relationships

4. **Plan** lessons that engage, challenge and meet the needs of all learners.

5. Use a **visible recognition** mechanism throughout every lesson.

6. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.

7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.

8. **Never ignore** or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners

Senior leaders will:

● Take time to welcome learners at the start of the day

● Be a visible presence around the site and especially at transition times

● Celebrate staff, leaders and learners whose effort goes above and beyond expectations

● Regularly share good practice

● Use behaviour data (CPOMS) to target and assess school wide behaviour policy and practice

● Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

● Give them a 'fresh start' every lesson

● Help them learn and feel confident

● Be just and fair

Recognition and rewards for effort

Poulner Infant School and Nursery recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. However, we believe it is important to foster strong team work and understand that the choices we make can sometimes impact others. If the class works as a team on common goals they are rewarded with a leaf for the tree. The target number of leaves agreed by the class teacher. If the target is reached the class receives a reward for example, an extra playtime, a movie afternoon etc. The class also receive a 'golden' leaf to put on the school tree. When the desired number of golden leaves are reached a whole school treat is awarded. It is the key to developing positive relationships, including with those learners who are hardest to reach. Children who demonstrate the three core rules will be acknowledged by a house point.

Celebration Assembly (Learning Heroes)

Our celebration assembly is on a Friday, where one child from each class will be chosen as pupil of the week to receive a Learning Hero.

Managing Behaviour

Engagement with learning is always our primary aim at Poulner Infant School and Nursery. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour that demonstrates our school rules. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps	Actions
Consistently follows our school rules and values.	Encourage all children to start their day here. Recognise examples of good behaviour and 'ear shot' "I love the way X is sitting ready" Send home a praise postcard for each child that remains in the green. ***ALWAYS RECOGNISE THE POSITIVE, IT'S CONTAGIOUS***
Verbal warning	• Remind them why the particular behaviour is not allowed as a reminder and tell them what will happen if they don't make the right choice. "I will not be able to allow you to continue to sit there because it won't be a good learning spot for you".
Redirection or reminder	• Gentle encouragement, a 'nudge' in the right direction • A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible • De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage •Send a restless child to draw a picture at the table rather than sit and listen. • Send a child to the calm corner, relaxation, squeeze of a fidget tool. • A child might respond to a fine motor exercise, clipping pegs on a line. • A seat change or a sensory walk **REDIRECTION WHEN THE POSITIVES FAIL**
Finding it difficult to follow the reminder and make good choices for themselves. **Time out in another class.**	• A clear visual prompt delivered privately wherever possible, make the learner aware of their behaviour and clearly outlining the consequences of not following the warning. • Send the child to another class preferably out of the year group. • When the child arrives in your class, give them little attention. Ask them to sit away from the rest of the class. • At your convenience as not to disturb your teaching, chat with the child. • Ask them what they were doing and whether or not it was a good choice and why. • Ask them what caused the behaviour, what was happening before the problem started. Emphasise that they have the power to make different choices next time.

	• Finally ask them to tell you what they are going to do differently next time. They cannot re-join the class until they have told you what they did wrong and what they will do next time instead. **LET'S HAVE A LITTLE CHAT**

Unable to get back on track and follow the school rules. **Go to the Headteacher**	• Go to the headteacher for time out. • The Headteacher will ask the child to explain why they are there and understand what the behaviour is communicating. • Strategies may be asking the child to draw what happened. • Sit on the 'thinking chair' for someone who just needs to stop and calm down. • Sort pictures into good and not good choices • Miss playtime if they are putting others in danger • Contact parents if the behaviour is recurring.
Behaviour Contract **When a child's behaviour is regularly disruptive that there is a problem several times a day, it's time to put the child on a daily contract.**	• Work only for the positives rather than call out all of the negatives continually. • Daily schedule e.g. phonics, walking to the line reading, maths etc. Stamp is given on each time slots when the rules have been followed. • Praise each time of transition assuming they have behaved. If they have trouble mark it on the contract and remind them not to do again. Ask them what went wrong and what a better choice could have been. • HOWEVER, if they hurt someone 5-minute increments of playtime are lost. • The main take away is the contract serves to remind the teacher to look for the positives.

Functions of Behaviours

If all behaviour is communication, what is the child's message?

To Gain: Attention, control, preferred activity, gratification, acceptance, justice and/or revenge, relief, other

To Avoid: tasks, people, environment, other

Sensory: sensory regulation, self-stimulation, avoiding external stimuli, other

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, or discriminative comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions Fixed Term Exclusions

Poulner Infant School and Nursery believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the

Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Policy). The governors of Poulner Infant School and Nursery agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Poulner uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Children with Social, Emotional and Mental Health Challenges

Children who exhibit behavioural challenges will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health challenges. In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Non-violent Restraint

At Poulner Infant School and Nursery the HT and SENCo are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Poulner Infant School & Nursery Anti-Bullying Statement

The purpose and scope of this policy statement

The purpose of this policy statement is:

● to prevent bullying from happening between children and young people who are a

part of our school or take part in our activities

● to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need

● to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Poulner Infant School & Nursery, including senior managers and the board of governors, paid staff, volunteers, sessional workers, agency staff and children.

Our Staff Code of Conduct sets out procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

What is bullying?

Bullying includes a range of abusive behaviour that is

● repeated

● intended to hurt someone either physically or emotionally.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK including:

● online abuse

● bullying & cyberbullying

● child protection in each nation of the UK.

We believe that:

● children and young people should never experience abuse of any kind

● we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

● bullying causes real distress and affects a person's health and development

● in some instances, bullying can cause significant harm

● all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse

● everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

● developing a code of behaviour that sets out how everyone involved in our school is expected to behave, in face-to-face contact and online, and within and outside of our activities

● holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it

● providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying

● putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, volunteers, children, young people and families will

focus on:

● group members' responsibilities to look after one another and uphold the behaviour code

● practising skills such as listening to each other

● respecting the fact that we are all different through our RSHE & No Outsiders curriculum and Assemblies

● making sure that no one is without friends

● dealing with problems in a positive way

● checking that our anti-bullying measures are working well.

Responding to bullying

Children are encouraged not to retaliate but to tell a trusted adult. The Senior Leadership team will analyse reporting for patterns and make sure our response to incidents of bullying takes into account:

● the needs of the person being bullied with pastoral support offered e.g. ELSA

● the needs of the person displaying bullying behaviour including additional pastoral support to address the underlying reasons for the behaviour in line with our Behaviour Management Policy

● needs of any bystanders

● our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

● seeking opportunities to learn about and celebrate difference

● increasing diversity within our staff, volunteers, children and young people

● welcoming new members to our school community.

The Poulner Way

This is how we do it here…

At Poulner Infant School and Nursery high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate learners who have the confidence to achieve their ambitions.

Appendix 1 – Our Poulner Infant School and Nursery Behaviour Framework

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community.

Restorative Questions 1

- To respond to challenging behaviour:
- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2 To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?