Agreed: May 2026
Next Review: September 2027

Behaviour & Anti Bullying Policy

Chandler's Ford Infant School



Kings Road
Chandler's Ford
Eastleigh
SO53 2EY

Tel: 023 80252655

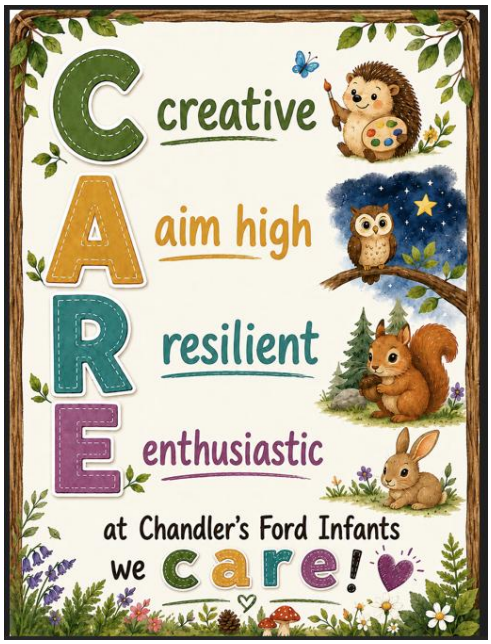
www.chandlersford-inf.hants.sch.uk

Underlying Principles

- ✓ At Chandler's Ford Infant School, we expect outstanding behaviour from children and staff at all times in all aspects of school life
- ✓ We believe in teaching values that children form a firm foundation for children's behaviour in their future school career and beyond
- ✓ Positive behaviour is an essential foundation for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure without fear of being bullied.
- ✓ Promoting positive behaviour and dealing with incidents is the responsibility of the whole school and will permeate throughout the whole school ethos.
- ✓ Bullying is anti-social behaviour and it is unacceptable and will not be tolerated. This includes cyberbullying, prejudice-based and discriminatory and child on child bullying.
- ✓ Children at Chandler's Ford Infant School learn to mutually respect each other's similarities and differences.
- ✓ Our principles of Behaviour Policy are underpinned by the British Values of: Democracy, Rule of Law, Individual Liberty, Tolerance and Mutual respect.

A Code of Conduct for Pupils

Pupils will be taught what being a successful Chandlers Ford learner looks like, using the School Values of CARE:



Class Charters are developed within each class at the start of the year and referred to regularly in the context of desirable behaviour. They focus on our school's core values of care about ourselves, others, our learning and the world around us.

Children will be taught how to develop and maintain successful relationships within the school as a community using the principles of Restorative Practice. Restorative practice is driven by the values of empathy, respect, honesty, acceptance, responsibility and fairness.

Teaching and Learning

The School's ethos supports the development of pupils' behaviour and encourages values, attitudes and skills which foster mutual respect and caring children. Within the curriculum, the school will explicitly aim to ensure that all children acquire positive social attitudes by teaching children how to relate to and respect other children. Pupils' social emotional and behavioural skills are taught through Relationships and Health Education using the SCARF program of study. The school raises awareness of the nature of bullying through the above and holds an annual anti-bullying week (Friendship week).

It is made clear to the children the types of behaviour which are considered to be bullying and therefore unacceptable and the consequences that follow bullying behaviour. (See appendix A.)

How positive behaviour will be encouraged

Rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The Elton Report noted that a rewards/consequences ratio of at least 5:1 is an indication of an effective rewards and consequence system.

- Praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded.
- Rewards will be applied fairly and consistently.
- Praise and rewards may be for an individual pupil, whole class or year group.
- Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Individual and team Rewards include:

Year R and year 1

- Lots of praise and rewards (individual teachers)
- CARE Certificates (Whole school)
- Taking work to show Headteacher/ another teacher
- Lunchtime raffle tickets

Year 2 as above but additionally:

- In year 2 the focus is on team work. Children earn team points to gain extra sparkle time
- PE award for Sportsmanship

Lunchtime behaviour

Good behaviour at lunchtimes runs alongside classroom behaviour and is overseen by the Senior Supervisory Assistant and rewards are given by all lunchtime assistants. Rewards are as follows:

- Lots of praise
- Friday top table awards (one child per class)
- Raffle tickets – 10 tickets are drawn out of a pot within Crown assembly
- Positive lunchtime behaviour is encouraged through responsibilities such as Mini-chefs, Sports Leaders, water bottle monitors

When children make poor choices (red choices) staff will remind them of the right choices (green choices) and then consequences may occur if the behaviour is repeated. (See Appendix C)

Consequences:

In school we talk about behaviour linked to our school values 'Is it safe?' 'Is it kind?' because we CARE. We also refer to making green (positive) and red (negative) choices. Consequences for repeated red choices will be established during a Restorative Conversation with the member of staff dealing with the incident. (Appendix D)

Some pupils may be supported through extra circle time sessions in a small group. Some pupils may need extra support to help manage their behaviour. Parents will be informed of extra support pupils may need. Some pupils may require specialist advice from other agencies linked to the school, e.g. Educational Psychologist or Behaviour Support Team. Staff should be aware of cultural and linguistic differences when dealing with behaviour.

Dealing with unwanted behaviour

- Where possible low-level interventions should be applied, such as giving a non-verbal signal or reminding a pupil of a rule.
- Staff use the nurturing and relational approach of emotional coaching with the children to help them identify, understand, and regulate their feelings; supporting children to separate emotion from behaviour. Step 1 Recognise and Empathise with the Feeling. Step 2 Validate and Label the Feelings. Step 3 Set Limits on Behaviour (If Needed). Step 4 Explore and Agree Solutions for the Problem.
- When it is deemed appropriate to encourage pupils to reflect on the harmful effects of their unwanted behaviour with an adult, a restorative conversation will happen outside the learning time e.g playtime or beginning of lunchtime. This will be aimed at repairing relationships.
- Staff should also consider whether an apparent behaviour difficulty is in fact a manifestation of other needs, e.g. unidentified learning difficulties or other type of special educational need.
- Make it clear that staff are highlighting the behaviour and not the person. Staff will use the language of Green and Red choices / Safe and unsafe choices / 'we can turn it around': suggesting this is only a temporary minor set back / let's try and 'fix it'.
- Speak politely, not resorting to raised voices and shouting.
- Encourage pupils to reflect on the effects of the unwanted behaviour using the restorative conversation prompts and questions such as Was it safe? Was it kind?
- Consequences for the unwanted behaviour will be decided during the restorative conversation with the aim of repairing the relationship ("How can we fix it?")
- As stated in our Physical Intervention Policy: Restrictive physical intervention will only be used where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive physical intervention may be used only in the context of a well-established and well implemented positive behaviour management framework with the exception of emergency situations.
- Serious or persistent breaches of the behavior policy, such as physical assault, verbal abuse and bullying; for example pupil on pupil, or pupil on adult with intent to harm, followed by actual harm, may result in the school deeming it necessary to implement a fixed term suspension. Suspensions are only used when staying in school would harm the education or welfare of themselves or others.

Arrangements for implementing the policy and supporting staff and pupils

- All staff are encouraged to deal with minor and occasional unwanted behaviour and bullying incidents at the time and whenever it occurs, led by the member of staff who dealt with the behaviour. The Restorative Conversation model provides a suggestive framework. (Appendix E)
- Staff can seek extra support and guidance from other colleagues, leadership team, SENCo and Headteacher.
- After discussion with the SENCo, the Educational Psychologist or Primary Behaviour Service may offer support and guidance with may include Individual Behaviour Plan. (Appendix F)
- Training may be available on behaviour management.

Where a pupil has been referred to another member of staff about their behaviour, a judgement should be made about whether the behaviour in question is:

- Straightforward misconduct, in which case support for the member of staff in applying appropriate sanction and agreeing with all parties how a re-occurrence will be avoided.
- A symptom of significant underlying problems including learning and/or social emotional, in which case the SENCo will be involved in supporting the pupil and deciding if external agency support is necessary.
- The result of provocation through bullying or racist harassment. In any incidence of bullying, the school will record on CPoms and follow up the incident fully. Repeated incidents are tracked by leadership.

Partnership with Parents and Carers

Parents and carers should take responsibility for their child's behaviour inside and outside of the school, working in partnership with the school to maintain high standards of behaviour and sign the school's behaviour contract as part of the Home-School agreement. Parents may be contacted when an issue arises regarding a child's behaviour. Practical advice and guidance may be suggested to parents and carers on how they can

support their child at home through discussions with members of staff, published external support, e.g. through newsletters, fliers and other published material. Parents may also benefit from the opportunity to share some of the training for school staff in behaviour management or from being offered voluntary parenting courses with outside agencies.

Parents and carers will be informed and involved when bullying has taken place. Contact with parents will begin in the early stages of a problem rather than when a learner may be close to exclusion. When a bullying incident has occurred, the emphasis on the meeting will focus on joint problem solving and to minimise the likelihood of further bullying regardless of whether one is talking about the one who bullied or the one who has been bullied. This will be planned carefully to retain the joint problem solving focus of such an emotive subject.

External support

- Anti-bullying Alliance.
- HCC's Bullying leaflet (2009).
- Anti-bullying guidance for schools (gov.uk).

Monitoring and Reviewing the Policy

All members of the school community monitor the use of rewards, sanctions and bullying incidents by ethnicity, gender, SEN, etc. Any patterns revealed should lead to appropriate action. Governors monitor and check that the school policy is upheld and are responsible for developing this policy in consultation with the school community. Evaluation of the progress made by the school in implementing and sustaining the aims and objectives of this policy will be reviewed annually.

Communication/Dissemination of the Policy

All members of the school community will be made aware of the essence of this policy through:

- A general statement in the School Prospectus.
- Staff Meetings.
- Staff Handbook.
- Statement on school website.
- Email communications

The following policies/documents are linked and supported to this policy

- Teaching and Learning Policy
- Equal Opportunities Policy
- SEN Policy
- Inclusion Policy
- Equality Policy
- Prejudicial language and behavior incidents as recorded on CPoms
- Home School Agreement
- Physical Intervention Policy
- Hampshire LA Exclusions Guidelines
- Harassment or Bullying of Staff Policy
- Child Protection Policy
- Safeguarding Policy

Appendix A

Definition of Bullying

All partners in Hampshire agree with the government definition of bullying which is:
"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally…..there is a power imbalance that makes it hard for the victim to defend themselves"

The main types of bullying are:

- Physical (hitting, kicking, theft).
- Direct verbal (name calling, teasing, taunting).
- Relational (caused by damaging someone's relationships or social status).
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber (the use of information technology to repeatedly harm or harass other people in a
- deliberate manner) The main forms of bullying or harassment are:
- Homophobic
- Racial
- Gender
- Special educational needs/disabilities
- Faith/belief
- Looked after children
- Young carers and their families
- Appearance
- Difference

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying. All staff must be alert to the signs of bullying and act promptly and firmly against it.

Bullying can be:

- Pupil – pupil bullying
- Staff – pupil bullying
- Staff – staff bullying
- Pupil – staff bullying

With this in mind, it is expected that all staff, governors and parents/carers in the school model positive behaviour towards each other at all times.

Bullying Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPoms
- The Headteacher will interview all concerned and will record the incident. A witness will be present during the discussion if necessary
- Teachers will be kept informed
- Parents/carers will be informed
- Sanctions will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity in a secure environment to discuss the experience with a teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Engaging the support of parents/carers
- Restoring self-esteem and confidence

Pupils who have bullied will be supported by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Sharing the responsibility to improve the situation
- Supporting the child to help prevent further incidents, e.g. modeling appropriate ways of interacting with others
- Informing parents/carers to help improve the situation

The following disciplinary steps can be taken by the Head Teacher in serious cases or persistent bullying:

- Restricted access to certain areas of the school
- Fixed term suspension
- Permanent exclusion.

Recording Incidents which if developed, could become bullying

All reported or observed incidents must be recorded in sufficient depth and accuracy. A variety of current proformas exist including:

- Use of prejudicial language and behavior log on Cpoms
- Non-accidental injury (child protection)
- Complaint policy
- Staff safe records

I can have a great lunchtime!



- My lunchtime assistant will be pleased with me and will say well done
- I might be chosen for the Friday Top Table
- I can earn raffle tickets for being polite, helpful and respectful to others
- My teacher will be told when I have a great lunchtime



What happens if I don't have a great lunchtime?

- If I make a red choice, I will have a warning and might have to hold my lunchtime assistant's hand for 5 minutes
- If I make that red choice again I will be asked to see the Senior Lunchtime Supervisor
- If I continue making poor choices, I will talk with one of the senior leaders or Headteacher and my parents will be informed

The Idea:
Developing Restorative Practice

Once completed, please send your Progression Points document to info@onestepcpd.com for your certificate of completion.

What is restorative practice?

Restorative practice is an approach that aims to repair and improve relationships between members of a community. In schools, restorative practice might be used when a pupil is disruptive, breaks agreed rules, damages property or treats others inappropriately.

Restorative practice is led by needs and driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability.

The Restorative Justice Council has identified six defining principles of restorative justice. These are:



powered by twinkl

Why use restorative practice?

Restorative practice aims to repair the harm caused by conflicts and offers an alternative to 'traditional' punitive interventions. In recent years, restorative practice has been used increasingly by schools with the aim of reducing conflicts in school settings.

Research indicates a wide range of benefits for schools that adopt restorative practice:

- Improved school attendance
- Reduced exclusion rates
- Increased staff confidence when dealing with conflicts and bullying
- Increased social and emotional competencies

In addition, schools using restorative practice report:

- a reduction in bullying incidents;
- that pupils are more likely to say that they feel safe in school;
- improved academic performance;
- an improved understanding of right and wrong;
- improved relationships across the whole school.

What is being restored?

Restorative practice is built on the principle of something being 'restored' or 'repaired'. What this is exactly depends on the individual set of circumstances and the needs of those involved.

Sometimes, what is being repaired is something between those involved, such as:

- effective communication;
- relationships;
- friendships;
- empathy and mutual understanding.

In some instances, something is repaired within an individual; this can be for either the person responsible or those impacted. Examples include:

- self-esteem;
- dignity;
- confidence;
- self-respect.

The process can often restore the sense of belonging for those involved.

How do restorative practices differ from traditional approaches?

Restorative practices differ from traditional practices in a number of ways:

From	To
Punishment	Putting things right
Focusing on rules that have been written	Thinking about the harm that has been caused
Blame	Solutions
Guilt	Responsibility and accountability
Sanctions as a deterrent	Empathy as a deterrent
The punishment of others	Healing of those affected

Note: some settings use an alternative name for restorative practice - common examples are restorative approaches or restorative justice.

powered by twinkl

How can we utilise restorative practice in the classroom?

When a conflict or incident happens within school, you can utilise restorative practice by following these steps:

Create a culture of empathy and trust

Restorative practice works best when there is a culture of empathy and trust. This will ensure that people can discuss their feelings openly without the fear that further harm will be caused.

Gain consent from all parties

For restorative practice to work, all of those involved need to participate willingly. The Restorative Justice Council highlights consent as being one of the essential principles of restorative practice. Ensure that pupils understand the concept of consent by teaching this explicitly.

Ask key questions

When facilitating a restorative conversation, pupils should be encouraged to reflect on their behaviour by asking these questions:

- What happened?
- How were you feeling and what were you needing?
- What were you thinking?
- Who has been affected?
- How might they feel?
- What have you learnt?
- How can the damage be repaired?

When asking the pupil these questions, you should support them to reflect fully on the responses and be honest and open.

Help pupils to understand how to give and accept apologies

When a pupil accepts that they have caused harm, they should be supported to make an appropriate apology. Apologies should:

- **be genuine** - there is no point in someone offering an apology that they have been coerced into or that they do not really mean;
- **show accountability** - the apology should show that the person accepts full responsibility for the harm their actions have caused rather than: "I'm sorry but..." or "I'm sorry you feel that way.";
- **be unconditional** - the apology should not have terms attached, such as: "If you'll be my friend again, I'll say I am sorry."

An effective apology could be similar to: "I am sorry that I [describe what you did]. I understand that it made you feel [describe the other person's feelings]. I will not do it again. Do you forgive me?"

The pupil accepting the apology should not feel the need to say: "it is okay." This suggests that the person's actions were acceptable, which should be avoided.

Once the apology has been given and received, encourage the pupils to let go of the issue and move on.

This Will Help If...

- you want to develop pupil-centred approaches to behaviour management
- you want to foster empathy and forgiveness in the classroom

WINDOW OF TOLERANCE – TRAUMA/ANXIETY RELATED RESPONSES:

Widening the Comfort Zone for Increased Flexibility

* **ANXIETY**
* **OVERWHELMED**
* **CHAOTIC RESPONSES**
* **OUTBURSTS (EMOTIONAL OR AGGRESSIVE)**
* **ANGER/AGGRESSION/RAGE**

HYPER - AROUSED

* **RIGIDNESS**
* **OBSESSIVE-COMPULSIVE BEHAVIOUR OR THOUGHTS**
* **OVER-EATING/RESTRICTIONS**
* **ADDICTIONS**
* IMPULSIVITY

CAUSES TO GO OUT OF THE WINDOW OF TOLERANCE:

***Fear of……**

Unconscious Thought & Bodily Feeling: Control, Unsafe, I do not exist, Abandonment, Rejection

*** Trauma – Related Core Beliefs about self are triggered:**

Emotional & Physiological Dysregulation occurs

Widening the window for psychological flexibility

COMFORT ZONE

EMOTIONALLY REGULATED

Calm, Cool, Collected, Connected

ABILITY TO SELF – SOOTHE

ABILITY TO SELF REGULATE EMOTIONAL STATE

Staying within the window allows for better relationship interactions

TO STAY IN THE WINDOW OF TOLERANCE:

*Mindfulness – Being Present, in Here-n-Now

*Grounding Exercises

*Techniques for Self-Soothing, Calming the Body & Emotional Regulation

*Deep, Slow Breathing

* Recognise Limiting Beliefs, Counter with Positive Statements About Self, New Choices

* **FEIGN DEATH RESPONSE**
* **DISSASSOCIATION**
* **NOT PRESENT**
* **UNAVAILABLE/SHUT DOWN**
* **MEMORY LOSS**

Freeze Response

HYPO-AROUSED

* **DISCONNECTED**
* **AUTO PILOT**
* **NO DISPLAY OF EMOTIONS/FLAT**
* **SEPARATION FROM SELF, FEELINGS & EMOTIONS**

Positive Behaviour Plan for:

Date

What positive behaviour do we want to encourage?
What do we need to do to help and encourage this behaviour?
What behaviour do we want to decrease/stop?
What do we need to do to discourage this behaviour?
Remind by Support Use
Record interests and tips for making a positive relationship with
Partnership with parents – what is in place?
Communication with parents is frequent and behaviours are shared with parents to be discussed at home with.