

SOUTHBOURNE INFANT SCHOOL



POSITIVE BEHAVIOUR AND ANTI - BULLYING POLICY

Approved on: October 2025

Next Review Date: September 2027

We believe in the importance of our school recognising and rewarding good behaviour and developing every child's confidence and self-esteem. All children need to feel happy, safe and confident in order to learn and to be able to treat others with consideration and respect.

All schools and their governing bodies have a statutory duty to promote the wellbeing of pupils and a sense of community cohesion. This Policy complies with Section 89 of the Education and Inspections Act 2006, which gives schools statutory powers to impose pupil discipline and ensure that parents take responsibility for their child's actions if they misbehave. In promoting the wellbeing of pupils, it is recognised that in order for children to learn and achieve, they need to be safe and healthy and to be given clear guidance in what is acceptable and appropriate behaviour.

See our Relationships and Behaviour Policy.

1. Introduction

At Southbourne Infant School we pride ourselves on fostering and maintaining positive attitudes, relationships and behaviour.

Children learn best when they understand the reasons for behaving appropriately. The school can make a difference to the way in which children behave by teaching positive attitudes and appropriate behaviours. Children should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community. The behaviour in school goes hand in hand with the ethos and the atmosphere created within the school.

2. Aims

We aim to

- encourage a calm, purposeful and happy atmosphere within the school
- foster positive, caring attitudes towards everyone, where achievements at all levels and individual differences are acknowledged and valued
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour
- have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- set clear boundaries for acceptable behaviour and raise awareness about inappropriate behaviour, to ensure safety
- have an awareness that some children (such as those with autistic differences or trauma) require reasonable adjustments to be made
- work together as a staff and agree with pupils and parents on what constitutes acceptable and unacceptable behaviours

3. Our School values

We, the children, teachers, support staff and parents, aim to make our school a happy and safe place, by using our behaviour values:

Ready Respectful Safe

Each class revises the behaviour values and expectations at the beginning of the school year. The children, along with the class teacher discuss, these to ensure the children are able to learn in a safe and stimulating learning environments.

Playtime and Lunchtime

The staff on duty at playtimes and lunchtimes closely monitor the children and follow the agreed behaviour procedures if behaviour is causing concern. Children are encouraged to make positive relationships through encouraging participation in structured games and activities. Hi-viz jackets are worn by ALL staff on duty, unless they are supervising a particular child 1:1.

4. Roles and responsibilities

Staff responsibilities

- to treat all children fairly and with respect
- to raise children's self esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally, which promotes positive learning behaviours
- to explain clearly the behavioural expectations of the school
- to recognise and reward positive behaviour by implementing behaviour values and the restorative approach clearly and consistently
- to be a good role model
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to actively promote the wellbeing of all children
- to communicate clearly across the school community to ensure that all behaviour expectations are consistent but also acknowledging that reasonable adjustments may need to be made for children with autistic differences

Children's responsibilities

- to work to the best of their ability and allow others to do the same
- to co-operate with other children and adults
- to develop an understanding of what is acceptable and unacceptable behaviour
- to know and abide by the school values

Parents' responsibilities

- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in school
- to be aware of the school rules and our behaviour policy.
- to support the school in the implementation of this policy

5. Strategies for promoting self-esteem and encouraging, recognising and teaching appropriate behaviour

All adults promote good behaviour and positive attitudes:

- Through our PSHE curriculum

- Staff have high expectations of all the children in social, emotional and academic areas of school life.
- Children are praised for their work, effort and behaviour through a variety of ways including:
 - positive notes home
 - whole school celebration assembly]
 - hot chocolate Friday
 - informing parents and carers
- We focus on positive rather than negative behaviour and all staff use positive behaviour strategies.
- We treat every child with respect and encourage children to do likewise.
- We do not discriminate against any child on the grounds of gender, race, faith, SEN difference or disability.
- We communicate clearly across the school community to ensure that all behaviour expectations are consistent

6. Behaviour Management procedures

All staff are familiar with the school behaviour policy. Children and parents are also made aware of school behaviour values. A verbal reminder of the value is given by the member of staff

- If the behaviour continues the child will be reminded again
- If the behaviour continue the child will be asked to reflect somewhere about what has happened
(Adults will choose the most appropriate place for reflection)
- Following reflect stage the child will be asked to restore the situation, repair with what or who has been affected by not following the behaviour value.
- The debrief book should be used to lead the conversation with the child.
- If a value is still not being shown, or a serious incident occurs, a child will be referred to the Headteacher, or Deputy Headteacher, and the parents will be informed by phone, or in person at the end of the day.

The following procedures then apply:

- For more serious concerns **parents will be contacted immediately** and invited to come to school to discuss the situation.
- At this stage targets may be set and agreed with the child and adult dealing with the behaviour.
- A serious incident or persistent anti-social behaviour is logged by the Headteacher, or, if relevant, a behavioural log is kept by the teacher/SENco/HT. This may then lead to an ABC record being kept
- When anti-social behaviour has been logged, or if staff receive a report or complaint, the school immediately sets up a monitoring programme to observe and assess the child or the situation and decide on the action to be taken. Action may include a behaviour modification programme and discussions/referrals to outside agencies. **Parents would always be involved in such action.** All behaviour programmes will always have realistic targets and be based on positive rewards.

7. Positive Handling

The school abides by the County policy (Policy on Positive Handling, adopted by the governing body in 2007, which replaces the policy on the use of force to restrain pupils).

Staff will touch children at times for guidance or reassurance eg. holding a child's hand; putting a comforting arm around a child's shoulders; giving first aid for minor accidents etc. Physical restraint of children displaying disruptive behaviour will be kept to an absolute minimum and only used to keep the child and the adult safe (see also CP and H&S policies and staff handbook).

Children with emotional, behavioural or speech and communication difficulties may often present with challenging behaviours. Risk assessments and behaviour logs will be carried out for these children and action plans or specific IEPs/ PSPs will be in place to assist staff to manage and reduce the risks presenting from their behaviours. (see also SEN policy and procedures)

It is part of our policy and standard procedures to ensure that some members of staff have access to training in the use of safe ways to restrain children should it be necessary for their safety or that of others. (see section 11: Team Teach training)
Parents are always informed if there is a need to physically restrain a child and a Positive Handling Plan will be put in place which parents are asked to read and sign.

8. Bullying

Bullying is a wilful, conscious desire to persistently and systematically hurt, threaten or frighten someone else. **Bullying may be aggressive. However, not all aggressive incidents are bullying.** Rough play or occasional fights can be mistaken for bullying and so it is important for everyone to understand what is meant by the term.

Bullying can be defined as repeatedly:

- hurting others on purpose
- making others do things they do not want to do
- hurting the feelings of others

Bullying can be:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive or racist remarks
- indirect – spreading nasty stories about someone, exclusion from social group.

Bullying is not tolerated in school. If an incident of bullying should occur, or if a parent, or child expressed concerns to the Headteacher or another member of staff, the following procedures would be applied:

- All reports or concerns will be taken seriously and investigated thoroughly.
- The school will establish a monitoring programme to observe and assess the situation and all relevant staff would be informed.

- If anti-social behaviour, or bullying is observed, then the agreed Behaviour Management procedures will be applied immediately and the incident will be logged. Parents will be consulted and informed of action taken.
- In very extreme cases, if an incident of bullying cannot be resolved by applying the Behaviour Management procedures, this would then be referred to the school governors and the West Sussex guidelines for a fixed term suspension may need to be considered.
- A permanent suspension would only be considered if successive fixed term suspensions and subsequent courses of action proved to be ineffectual.

9. Monitoring and Review

The good behaviour of the children at this school is promoted and supported by a range of whole school procedures and strategies which are updated regularly and these are reflected in this policy.

The policy and procedures are monitored and reviewed continually in the following ways:

- regular meetings to ensure all staff are up to date with current procedures, rewards and sanctions and are aware of any children whose behaviour may be causing concern.
- staff on playground duty during morning breaks and lunchtimes, are vigilant in supervising the children and recording and reporting any incidents as necessary.
- all staff including new members of staff have access to the staff handbook with details of expectations, procedures and sanctions to manage behaviour and how to deal with emergencies. The handbook is updated regularly.

This policy and related documents will be reviewed and updated regularly by staff and governors.

10. Resources to support this policy

Positive behaviour incentives

- stickers and badges
- Star of the Week certificates and presents
- Rainbow, sunshine, rain cloud
- individual behaviour charts

Preventative and risk reduction resources

- risk assessments
- behaviour logs and observations including log for anti-bullying
- action plans, IEPs
- ELSA support and other interventions
- Team Teach training in the safe restraint of pupils as appropriate

Measures for applying sanctions for persistently challenging behaviour

- staff discussions, reviews

- letters, meetings with parents
- behaviour charts, specific action plans agreed with parents
- involvement of governors
- involvement of external agencies, in particular the Inclusion Support Team
- use of Support Plans as required
- reports and record proformas
- WSCC Behaviour Guidance, including information on exclusions