

St George's Church of England Infant and Preschool

Behaviour and anti-bullying Policy

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Signed:

Chair of Governors:

Headteacher: *Victoria Harjette*

Inspire, Believe, Achieve - Let Your Light Shine Matthew 5v16

Be inspired with all our mind, believe in ourselves to achieve and flourish

The 6 Principles of Nurture:

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, to develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

School Vision and Values

At St George's we place great emphasis on our school vision and values. All stakeholders are encouraged to model the values of Community, Compassion, Love, Courage and Commitment throughout their daily life in school. These values and vision support our behaviour policy by allowing children to reflect on their own behaviour and understand how their choices can impact others.

Policy Aims

Our aim at St George's Infant and Preschool is to establish excellent standards of behaviour to create and foster an atmosphere of care and mutual respect, using the above principles within our nurturing approach. We have high expectations for adults' and high aspirations for children's learning and social behaviours. We aim to build and nurture a learning community where adults and children all treat each other with respect, listen to each other carefully and make decisions collaboratively. We understand that behaviour in children is often communicating an emotional need or a need for support which we provide, whilst upholding our school vision and values and ensuring everyone feels safe. We understand that positive behaviour, like other skills and abilities, is something that can be learned through consistent modelling and routines. Our policy is strengthened by the attitude of forgiveness.

Policy aims:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect and strong relationships between its members
- To help children develop a sense of worth, identity and achievement
- To develop community responsibility for supporting the well-being of others, appreciating other ways of thinking and behaving
- To help all children to become positively regulated and directed in their behaviour, able to accept responsibility for their own actions, to be able to make healthy choices and repair mistakes

Positive and Respectful Relationships and Behaviour

Children are encouraged to take responsibility for their own behaviour whenever appropriate. Positive reinforcement of appropriate and exemplary behaviour is a key feature of our behaviour policy.

It is important to have an agreed system of rewards in which great emphasis is placed on the positive aspects of praise and reward. It is recognised that good behaviour is based upon consistency, respect and mutual understanding. Praise is used to contribute to an ethos of warm, friendly acceptance. It encourages positive self-esteem.

We encourage our school community to recognise acts of kindness by filling buckets. We understand that our invisible buckets carry our good thoughts and feelings about ourselves. Other's can fill these buckets (and their own) by being kind. These are celebrated and rewarded in Collective Worship.

Praise can be used to encourage both academic work and social behaviour. All staff must endeavor to catch the children being good-you will see more of what you reinforce! This can be in the following ways:

1. The recognition of good behaviour with a smile or a comment is a reward in itself.
2. Stars and stickers may be given as a recognition of effort, achievement, courtesy and consideration.
3. Smiley faces and stamp prints on a child's work are used for a similar purpose.
4. Children are given the opportunity to show work, of which they are proud of, to other children and/or adults.
5. The sharing of achievement either in class or in assemblies is perceived as a reward by many children.
6. A child should be sent to see the Head Teacher/Deputy Head for an exceptionally good piece of work, exceptional effort or exceptional behaviour or for achieving three stickers in one day. In the latter case the child will receive a special head teacher's sticker.
7. Positive comments may be written on the child's work.
8. Parents may be informed of, and shown, examples of exemplary work and behaviour - many children see this as a very effective reward.
9. Positive behaviour, excellent achievement, kindness and the demonstration of using a characteristic of effective learning are all recognised at Friday Celebration Collective Worship.

Levels of Intervention

We aim to use the lowest level of intervention possible as well as calming and de-escalation strategies to avoid and challenge incidents of behaviour, whilst helping children to make positive choices. Other children also play an important role in supporting each other's positive behaviour. Staff encourage children to use the phrase 'Stop, I don't like it, you are making me sad' during times of difficulty. This strategy empowers children and sends a very clear message so no misunderstanding occurs. Staff are expected to continue to use their expertise and judgement while working within the principles of this policy.

A child should always be given the opportunity to regain his/her control and therefore it is necessary to avoid confrontation wherever possible. The following 'courses of actions' are adhered to by all staff, throughout the school day:

1 Warning

The child should be firstly given a warning and the consequences of behaviour should be explained. The child should be given a chance to change his/her behaviour.

2 Co-Regulation Time

If this or other behaviour recurs or persists, a child may be given 'time out', in the class, at playtime or at lunchtime to consider his/her behaviour and regain his/her self control and concentration. A reflective conversation will also take place and a restorative action will be agreed if appropriate. 'Reflection Time' could be initially for one minute or a time deemed appropriate considering the nature and severity of the inappropriate behaviour and the child's age. If at playtime, 'time out' may be walking round with the

teacher on duty or standing away from the other children, to think and self regulate. There might be instances of more severe negative behaviour where an adult instigates time out, without an initial warning.

3 Sent to another member of staff

If the behaviour continues, then the child may be sent to another teacher in another class. This can be for a varied amount of time depending on the severity of the situation.

4 Sent to a Key Stage Leader

If the behaviour still continues, then the child may be sent to either the Early Years Leader or the Key Stage 1 Leader. This can be for a varied amount of time depending on the severity of the situation.

5 Sent to the Head Teacher/Deputy Head Teacher and a letter home

On further recurrence of behaviour, the child will be sent to the Deputy Head Teacher and finally the Headteacher. The child may be given the responsibility to decide how and when to apologise and will return to join the rest of the class once they are calm and ready to purposefully engage with their learning.

6 Parents Meeting

If a pattern of serious behaviour persists, the parents will be invited to school to discuss how best to resolve the situation together. The Class Teacher and Head Teacher/member of SLT will also discuss the implementation of a system of support.

7. Internal exclusion

If the above sanctions fail to improve the child's behaviour, further action can be taken by the Head Teacher, including internal exclusion.

8. External suspension/exclusion

In very serious cases suspension or exclusion may be considered after consultation with the Governing Body.

If a child has reached crisis point and cannot regain composure and their behaviour is causing/at risk of causing damage to themselves, others or property and loss of learning for themselves or others, staff will physically manage a child to ensure all concerned remain safe. This strategy is used as an effective tool for deescalating violent/aggressive/extreme behaviour. Physically managing children using the STEP ON approach involves moving a child from a situation for the safety of all concerned. Wherever possible, there should be at least 2 members of staff present and only used as a last resort. The child will always be verbally warned before they are physically managed. Staff have a legal right to use reasonable force to prevent a child committing an offense, injuring themselves or others or damaging property and to ensure the safety of all concerned.

The following de-escalation principles will be applied in this situation:

- Use the individual's name
- Acknowledge their right to their feelings
- Tell them why you are here
- Offer help
- Offer a 'get out'

In this situation staff can use the following script:

- Individual's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Restorative Conversations and support

At St George's we understand that all behaviour is communication. As part of our restorative approach, after an incident of misbehavior which has resulted in a child spending time with a member of the Senior Leadership Team, we support a child to understand what they were trying to communicate. We do this by using The Colour Monster book by Anna Llenas, where we enable the child to think about how they were feeling and label this with an emotion. We use our St George's regulation posters to help the child think about how they could react differently next time. We are clear-all emotions and feelings are normal but it is important to use safe, kind behaviours when we are feeling these emotions and practice calming strategies when necessary.

Internal exclusion

Should it be necessary, in extreme circumstances, we will internally exclude pupils for a session, morning or day where a child works alongside another class or in isolation with an adult on work set by their class teacher. Removal from the classroom environment will be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To protect the learning of others.
- To allow the pupil to regain calm in a safe space.

Other suspensions or exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. A suspension or a permanent exclusion can be used in response to serious incidents or in response to consistent poor behaviour which has not improved following in school sanctions and interventions.

In considering the exclusion of a pupil the school will seek advice from Exclusions and Reintegration Team at Buckinghamshire Council and the Pupil Referral Unit (PRU).

There is a Pupil Discipline Committee within the Governing Body of the school.

Any suspension or exclusion will follow local authority advice.

Additional External Support

In cases of children who present long-standing and persistent behavioural difficulties which we cannot understand and which do not respond to intervention, we may request support from The PRU (Pupil Referral Unit) or make a referral to CAMHS (Child and Adolescent Mental Health Service) or an Educational Psychologist with parental/carer consent. This is something we rarely consider, preferring to use our peer and adult relationships to make a positive change but will use these external agencies in extreme circumstances.

Inappropriate language

Bad language is not tolerated at any time in school. Teachers ensure that children understand this and actively encourage polite, caring interaction at all times. The course of actions outlined above will be followed if inappropriate language is deliberately used in school.

Anti-bullying

Bullying is regarded as particularly serious misbehaviour. Bullying is not tolerated in school and everyone is expected to do their best to ensure that it does not happen. The children are encouraged to report any incidents of bullying.

A bully is a person who purposely hurts, persecutes or intimidates other people over a period of time. There is often misconception about the term 'bully' and consequently any inappropriate, hurtful behaviour is often called bullying. Bullying is persistent hurtful behaviour towards other people and can be either physical or verbal. It is important to discuss the meaning of the term with the children and ensure there is a clear understanding.

Bullying is a serious offence and if it is happening, facts need to be established by talking to the bully, the victim and others who have information. The Head Teacher must be informed, parents will be contacted and appropriate action will be taken.

Bullying can be Physical, Verbal or Emotional by a single person or a gang which includes a series of incidents and an imbalance of power.

Bullying - a definition from the DFE

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)

Cyberbullying

Further details can be found in our Online Safety policy regarding preventing and addressing cyber-bullying

Schools - reporting bullying

School staff will deal with bullying in different ways, depending on how serious the bullying is.

They might deal with it in school, for example by disciplining bullies, or they might report it to the police or social services.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

Incidents of bullying can include but are not exclusive of:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts they do not wish to do
- Violence and assault
- Pinching/kicking/biting
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising

- Damaging school work and equipment
- Written note

Reasons for misbehavior associated with bullying might be due to but not exclusive of:

- Victim of violence
- Enjoyment of power/creating fear
- Copying behaviour at home or on television.
- Jealousy of others

It occurs in children from all backgrounds, cultures, races, sexes, from Preschool onwards.

Class Well Being Time

Each class complete a 'Well Being Wednesday' Collective Worship time together, where they consider different wellbeing approaches to support every child's emotional wellbeing. These sessions, with the inclusion of Circle Time activities, if required, help to build and promote a positive self-image within each child and effectively raise his/her self-esteem. These strategies also help to support and build meaningful relationships between the children, within the class. This technique can be used more frequently if issues arise.

Playground Behaviour

Any child feeling lonely at playtime or lunchtime is encouraged to sit on the friendship bench. All children, particularly the 'Playground Pals', are encouraged to keep an eye on the friendship bench and invite occupants to join in their game or to sit with them and talk to them and try to make them feel happier.

Good behaviour is the responsibility of everyone. We believe that our positive, sensitive approach to behaviour at St George's helps to create a happy, caring environment in which the staff and children help and support each other. It is only within an atmosphere of care, trust and mutual respect that effective learning can take place and everyone can perceive themselves as valued members of the school community. At St George's we encourage forgiveness. As a key Christian value we encourage all children to forgive each other and build better relationships with trust.

Behaviour Sanctions sheet is attached after this page.

Behaviour Sanctions

What type of inappropriate behaviour has been demonstrated?

Disruptive, rude,
unkind or deliberate
disregard of school
rules.

1. Verbal/visual Warning

"This is a warning because..."

2. Timeout and miss 5 minutes Golden Time

'You are having timeout because.....'

3. Send to another Teacher

"You are being sent to another teacher because..."

4. Send to a KS Leader

"You are being sent to Mrs Yendell/Miss Williams because..."

5. Sent to Mr Griffiths/Miss Harjette

"You will be sent to for timeout

Persistent swearing
or serious violent
intent to harm

1. Immediate timeout

'You are having timeout because.....'

2. Persistent swearing or serious form of violent intent to harm, sent to Miss Harjette/Mr Griffiths/Mrs Yendell/Miss Williams

"You are being sent to.....because....."

Letter sent home

A letter will be completed by a senior member of staff and sent home to parents with the child