

Positive Behaviour & Anti-Bullying Policy for Lydgate Infant School



Approved: June 2025

Lydgate Infant School

Positive Behaviour & Anti-Bullying Policy

School Motto

Aiming High and Having Fun!

Aims

This policy sets out to define a code of appropriate behaviour for Lydgate Infant School. The policy is based on the school's vision of a safe, caring and positive school environment and applies to every individual in school.

Our school is a warm and friendly community in which everybody should feel a sense of belonging. Each child has a valuable contribution to make to the life of the school and all children are encouraged, through discussion, praise, example and specific teaching to help develop the social and emotional skills to achieve this.

Our aim is to create a comfortable and welcoming atmosphere in which children can grow in confidence, self-motivation, self-awareness and can develop self-discipline in order to learn and enjoy a sense of achievement.

We aim to create a school which:

- Has a calm, happy and welcoming environment in which everyone feels safe and is able to enjoy their learning
- Has a simple Code of Behaviour based on common values that all staff, pupils and parents understand and apply
- Enables pupils to understand that they are responsible for making the choices which influence their own behaviour
- Has adults who all take a responsibility in adopting a positive approach and in modelling our school's rules

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Code of Behaviour

- **Be Safe**
- **Be Kind**
- **Be Ready**

Each of the above is intended as a generally applicable rule which can be applied to more specific situations. For example, reference may be made to 'Be Safe' in discussion with a child running in school, or to 'Be Ready' to a child displaying low-level disruptive behaviour when seated on the carpet during a lesson introduction as s/he is not ready to learn.

In order to support the above, staff will:

- Make reference to the appropriate general rule when dealing with specific incidents, ensuring that the child understands how her or his behaviour relates to the Code of Behaviour
- Display and refer to the Code of Behaviour regularly so that all children know the Code and develop a growing understanding of it as they mature.
- Utilise the language of choice when appropriate to make clear that behaviour, and any linked consequence, is the result of the pupil's own choice, therefore encouraging pupils to take responsibility for their own actions
- Link any consequence to the undesired behaviour. For example, in the above instance of a child running in school being asked to repeat their movements at walking pace, or in the above instance of a child displaying low-level disruptive behaviour on the carpet to practice maintaining attention when seated at the start of a playtime
- Seek opportunities to praise and reward positive behaviour, using proximate praise as appropriate
- Seek to build a relationship with each child in order to support his or her positive engagement
- Communicate with parents and carers with respect to both positive and negative behaviours as appropriate
- Liaise with SLT as appropriate in the event of significant or repeated instances of poor behaviour

All staff will avoid:

- Humiliating or shaming a child
- Shouting as distinct from the use of a firm voice
- Disproportionate over-reaction to an incident
- Sarcasm
- Any sanction which leaves a child unaccompanied e.g. leaving a child outside a classroom with the door shut
- Forced eye contact

TEAM TEACH

The school uses the DfE-accredited 'Team Teach' positive handling approach. Positive handling is only ever used within the school as a last resort, in situations where a child's behaviour is likely to cause a significant danger to themselves or others.

The Team Teach approach emphasises the use of diversion, defusion and de-escalation. As a result, positive handling is only a small part of the framework. Physical intervention may only be used by trained staff as a last resort where necessary.

In a tense situation staff need to apply **CALM** principles.

Communicate
Awareness and Assessment
Listen and look
Make safe

There may be a situation where staff need to use reasonable force to control or restrain a child.

However if the need arises appropriate staff should be called to deal with the situation. No member of staff should restrain a child unless absolutely necessary (see above).

No member of staff should be by themselves if a child is displaying major signs of frustration and stress.

If staff have been team teach trained staff may use positions taught to hold a child if deemed absolutely necessary.

The first member of staff to be with the child in crisis is the leader of that situation. The staff member needs to **Recognise, Evaluate, Assess, Decide** (READ) throughout the situation.

Staff should use team teach help scripts to support the child e.g 'I can see that you are upset' 'I am here to help, you talk and I will listen.'

Staff may say to another member of staff 'help available' and the lead member of staff will respond to indicate if they need the help. If another member of staff feels that a member of staff dealing with the situation needs to leave in order to make the situation safe, they may say 'MORE help available' which means that member of staff needs to leave that situation.

If staff have restrained a child an incident form will need to be filled in as soon as emotionally and physically possible after the event. Parents will need to be informed.

After such an event staff need to be given time to recover and time to reflect on the situation and work out what would they do next time. Also make sure there is reflection time with the child when they are calm e.g 'How could we avoid that next time?' (if the child understands this)

If staff see a situation going on and a member of staff is already dealing with it staff need to ask 'Do you need my help?' If the staff member says 'no thank you' then walk away, as too many adults in a crisis situation can escalate it.

Staff must call for help if they need it. Use the red emergency card system.

If staff are aware that a child may reach crisis level in school and therefore is at risk a '**positive handling plan**' needs to be drawn up by staff working with the child and approved by the Head Teacher. A list of behaviours the child displays needs to be recorded to start the process. The plan needs to include de-escalation techniques. This plan needs to be discussed with parents and approved by parents.

See '*Positive Handling Policy*'

Children's Assertiveness

Our guide for children on becoming assertive in difficult situations is intended to help the child negotiate such situations appropriately and with confidence.

The school teaches children to say '**Stop it, I don't like it**' if a child encounters a difficult or uncomfortable situation.

Bullying

There is no legal definition of bullying.

However, within DfE guidance it is 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)

We need to ensure that all within school understand the definition of bullying so that it is not confused with the boisterousness and physicality that sometimes takes place when children are young and are beginning to learn about socialising with others.

Bullying is not tolerated within the school. Children are taught to tell an adult if they think that they, or others, are being bullied. If such behaviour occurs:

- The adult will notify the Head Teacher immediately
- Incidents will be discussed and properly investigated by staff
- Incidents will be recorded by the Head Teacher
- Parents will be invited to school to discuss the child's behaviour and to participate in decisions and an appropriate course of action. If the behaviour continues parents will be informed and sanctions, as identified in the previous section and agreed between parents and staff, will be imposed.

Both children who have been bullied and the perpetrator(s) of the bullying will be supported positively to repair the situation. Parents will be kept informed of these strategies.

All children are encouraged to talk about school and their friendships. Any significant change in behaviour should be brought to the attention of other members of staff (see Child Protection Policy for further information).

Ways that we help children to discuss worries and strategies etc. are:

- At an individual level with adults in school that the child has built a relationship
- During Circle Times and other P.S.H.E./SEAL sessions
- Through Assembly Topics eg 'Keeping Safe'
- Worry boxes in each class
- Nurture provision in school

All staff know to keep an eye on areas of the school site which need particular monitoring, that is, those areas hidden from the main view.

We are aware that SEN children and children that are vulnerable can be more prone bullying and monitor all such situations carefully.

Homophobic, Racist, Sexual or Sexist bullying

Lydgate Infant School does not tolerate homophobic, racist, sexual or sexist bullying in any form. All incidents are recorded, reported and investigated according to the school's procedures, and are formally recorded and reported to members of the school's governing body.

The role of the parents and carers

Parents and carers play a vital role in the education and care of their children. They can assist in combating poor behaviour in a number of ways, including:-

- Stressing to their children the importance of appropriate sociable behaviour.
- Actively endorsing and supporting the School's Behaviour Policy.
- In the event that sanctions are applied, due to the poor behaviour of their child, supporting the sanctions and making clear their disapproval of this behaviour.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying.

If parents of either the perpetrator or the victim of any bullying are not happy with the way that the situation has been dealt with the formal Complaints Procedure can be followed.

Suspension & Exclusion

Should a situation arise in which Suspension or Exclusion is appropriate, the school will liaise with all LA and other relevant agencies (eg. Exclusion and Re-Integration Service) and will follow all current DfE Guidance (eg. Suspension and Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement: August 2024).

Monitoring and Evaluation

Staff

All staff will apply this Policy. The staff handbook will contain a copy of the procedures. It is vital that all staff use a consistent approach within school. Staff need to ensure that their pupils are reminded of the school code of behaviour at regular intervals and that they are discussed and understood by the children.

Staff will evaluate the positive actions and preventative measures used for effectiveness and adapt them to suit the situation.
Staff will inform the Headteacher of any child who is causing particular concern.

Volunteers and students

Volunteers and students within school are made aware of the Policy and will also apply it.

This policy will be displayed on the school's website for the information of all school stakeholders.

All of the elements of the policy above are undertaken with reference to the requirements of GDPR, including the adoption of SCC Primacy Notice.