BLOSSOMFIELD
Infant and Nursery School
(incorporating Blossomfield Childcare)

Behaviour and Anti-Bullying Policy

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Chair of Governors Chair of Governors

Philosophy

- We believe that children can learn positive behaviour if it is modelled and explained to them.
- We believe that the best way to reinforce positive behaviour is through highlighting the positive behaviour and, where possible and safe, ignoring low level inappropriate behaviour.
- We believe that when home and school work together children will learn quickly what acceptable behaviour is. In school we refer to acceptable behaviour as 'good/right choices' and unacceptable behaviour as 'wrong choices'.

Aims

To enable children to:

- Recognise positive behaviour through positive encouragement.
- Respect and value each other.
- Develop a sense of responsibility for their actions.

Our philosophy and aims are developed through;

BLOSSOMFIELD MISSION STATEMENT

At Blossomfield Infant and Nursery School, we educate the youngest children. Our aim is to enable each child to be confident in their abilities, curious in their learning, and supportive and encouraging towards their peers. We will nurture their love of learning, as well as their understanding of themselves and others, and the value of working as part of a team. We want children to "Blossom at Blossomfield."

BLOSSOMFIELD VISION

We have the highest expectations of all our children, of ourselves and others. We aim to provide the foundation needed so that every child becomes a lifelong learner.

We believe passionately in education and strive to provide a rich and varied curriculum to enrich our children's lives.

We provide a safe, inclusive environment for children to be curious, take risks and learn from mistakes, developing a positive attitude to learning.

As well as academic education, we believe in teaching children about our core values. We teach our children to care for themselves, others, and the world.

We celebrate and share achievement and success, and ensure that every child feels special and unique irrespective of ability or background or starting point.

Blossomfield Infant and Nursery School plays a central role within its wider community, and the children and their families in the school are valued.

BLOSSOMFIELD VALUES

Our overarching value is

RESPECT

We work as a team and support each other to be:

HAPPY - We are happy, feel safe and have lots of fun with our friends.

KIND - We are kind and helpful and always use our manners.

INCLUSIVE - We embrace, celebrate and value difference within our community.

HONEST - We learn to make good choices and are always honest.

AMBITIOUS - We love learning new things and achieve the best we can.

RESPONSIBLE - We look after our world, near and far, so it can look after us.

Children, Parents, Governors and Staff worked together to produce our school values

ALL adults in school, including volunteers and visitors are expected to model positive behaviour in and around school. This is reinforced through the Social, Moral, Spiritual and Cultural and PSHE curriculums. Our PSHE curriculum is supported by JIGSAW and Pol-Ed. We believe that parents/carers are vital in establishing positive behaviour patterns. As a result, parents/carers are invited into school regularly to share and celebrate children's learning.

Our School Rules

At school staff and children;

- Move around school sensibly.
- Listen to and follow instructions.
- Are kind and polite to everyone.
- Keep hands and bodies to ourselves.

These are embodied in the Golden Rules. We have a set of stories which help children to understand our Golden Rules.

Rewards

During their first weeks in school we introduce these rules to the children. We teach the children what each of the rules means and encourage them to follow the rules by using intrinsic and extrinsic rewards.

Positive behaviour is always praised to reinforce what we want to see. Children are rewarded with stickers, pom poms, golden time and star certificates. In key stage 1 children also have a class star of the week.

Across school, behaviour is frequently discussed to ensure the children understand what is expected and why. When children become dysregulated we do not try to talk to them because they cannot respond to logic or reason. Instead staff stay calm, show empathy, help them become self-aware, and guide them through sensory experiences and calming strategies. Staff are supportive and encouraging, which helps children feel cared about, valued, and understood as they learn to regulate.

Each class is awarded a number of star cards weekly, some of which may be awarded for positive behaviour. There is a weekly celebration Assembly on Fridays where these are presented and other achievements are celebrated. We believe that it is important that all types of achievements are recognised.

To make lunchtimes a little different, good manners and positive behaviour will be rewarded with a special sticker.

Individual children may have their own system of rewards including star charts and/or regular meetings with parents.

All children are rewarded for their positive behaviour weekly with Golden Time. This is scheduled at a time that the class teacher feels is appropriate. The teacher should make clear to the children why they are having Golden Time. During Golden Time the children may choose what they would like to do for a short time. (15-20 minutes) The children should be consulted about ideas for Golden Time at the beginning of each half term. In Foundation Stage the reward is usually using the bikes and scooters on the big playground.

Sanctions

Although we aim to encourage good behaviour through the use of rewards we recognise that there is a need for sanctions to register the disapproval of unacceptable behaviour. Sanctions discourage inappropriate behaviour but they do not teach new and more appropriate behaviours and so they must not be relied on too heavily. Humiliation and shouting should be avoided and in normal circumstances a quiet voice should be sufficient. At times the adult may need to use a different space e.g. corridor for a conversation with a child.

Research suggests that all children may have a strong shame response and therefore a nurturing approach should be taken.

- A child who finds following rules difficult will be given a warning.
- Some children may benefit from space away from their peers e.g. in a tent in their classroom, or another space nearby to calm down. Children may have pre-taught calming activities available for this reason e.g. sensory toys or a ‘magic box’. This provides thinking space for the child and time for the staff member to address the poor behaviour on a one to one basis with the child.
- Should poor behaviour continue the child could be sent to work in another class or to the Headteacher or Deputy Headteacher.
- Children could miss part of a playtime or Golden Time as a consequence of poor behaviour choices.
- If a child is to miss their play time, then they should be enabled to have a physical break from the classroom at a different time. It could be that they have a different supervised space from some of the other children, or the staff manage their peer social relationships at playtimes.

Next Steps

If a child is persistently engaging in low level inappropriate behaviour, the class teacher should seek support from the child's parent/s or carer. The teacher can do this at the end of the day, by email or by telephone or should make an appointment to speak at greater length with the child and their parent/s or carer. This should be dealt with in a timely manner and not left to drift. Teachers will be supported by a member of the SLT.

Occasionally, a class teacher may decide that because of child's particular circumstances or need they will need a more inclusive rather than exclusive approach to managing challenging behaviour. In this case, an individual risk assessment for managing behaviour will be drawn up with the inclusion leader.

If a child continues to find rule following difficult we will have a formal meeting with parents and work with them to agree an individual behaviour/management plan. The school is able to purchase external local authority support from the SEMH, SISS and CEPs services for help and advice.

Whole Class Visual Positive Behaviour Pom Pom Jar

Staff reinforce positive behaviours by offering immediate and genuine praise, children or groups of children are given tangible items to reward positive behaviours. All classes have a 'positive pom pom jar' and anytime a child or group of children do something positive, they can earn a pom-pom. When the jar gets full, the class earn a previously agreed upon reward, such as extra an extra playtime. This enables individual and collective praise and encourages teamwork.

At Blossomfield we take a nurturing approach towards behaviour management. This is based on relationship. All staff model relationship based approaches with the children across the school day. Staff may praise, and catch children' making the right choices'. Behaviours should be commented on rather than the child so for example 'thank you for walking' rather than 'you are really good'. The EEF advises that when there has been a break down in relationship that time and space is given to a restorative approach. Address the cause of the behaviour rather than the outcome. Keeping ABCs can be really useful for this as it allows the adults to look at incidents of poor behaviour in a wider context for example what else was going on in that moment, session, day for that child.

If a staff member has been hurt through an incident of poor behaviour either verbally or physically it is important for the adult- after some space- to spend time with the child restoring the relationship where possible. This may need another adult to intervene and possibly mediate.

Individual Behaviour Ideas:

- Photographs of a child at various stages of anxiety, getting help and feeling happy- e.g. books to be used as a visual social story.
- Individual sticker chart
- Social story
- Individual visual timetable, Now and next
- Individual motivators e.g. Sonic, Bluey
- Book of things that help me
- Home emails or thumbs up/down at the end of the day to assess each day/week.
- KS1 have Worry Eaters for children to share and receive support for their worries.
- Individual class strategies that are motivating for that particular class.

Learning Behaviours

Characteristics of Effective Learning (FS) and Growth Mindset (KS1)

Characteristics of Effective Learning (CoEL) and Growth Mindset (GM) is part of the ethos and culture at Blossomfield. It is an intrinsic part of our curriculum and is threaded through our practice. We believe that CoEL and GM influence children's attitudes and dispositions towards learning and towards school life more generally.

Both CoEL and GM

- √ are learning cultures that encourage children and teachers to become better learners and not to put limits on their learning capacity
- √ allow children to approach difficulties in learning without fear of failure
- √ allow the children to take small steps within learning
- √ develop confidence
- √ should be grounded within everyday teaching and learning
- √ give clear labels for the children to use to develop understanding of learning processes.

We believe that nurturing positive attitudes and learning behaviours in children at an early age impacts positively on the standard of behaviour in school and with parental support this will extend beyond the school gate.

MENTAL HEALTH

When school suspect that a pupil is having mental health difficulties that are impacting negatively on behaviour, they should not delay putting support in place, using the graduated response process:

• an assessment to establish a clear analysis of the pupil's needs;

• a plan to set out how the pupil will be supported;

• action to provide that support;

• regular reviews to assess the effectiveness of the provision and lead to changes where necessary.

- referral to SOLAR

Blossomfield's 'Children's Mental Health and Wellbeing policy' can be found here [link]

More information about supporting children with Mental Health and Behaviour can be found here and in KCSIE 2026

SUPPORT FOR STAFF

For children with the most complex problems, additional in-school interventions may include:

• support for the pupil's teaching team, to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class;

• additional nurture one to one support for the pupil to help them cope better within the classroom;

• an Educational Care & Health Plan. (support from external agencies)

Staff are supported by the Senior Leadership team and 'Nurture' staff to manage challenging behaviour. If a member of staff feels that a child needs a 'change of face' they can send the green emergency card, by

their light switch in the classroom or phone the office who will advise a senior leader that their attendance is required.

Staff who need time to recover from a crisis may go to the staff room and be supported by a member of the senior leadership team. Injuries to staff must be reported to the Local Authority, by a member of the admin. team, using the 'SHE' reporting system.

Staff will be directed to further professional support from the Employee Assistance Program (EAP) or school's insurance provider Education Mutual. The inclusion leader will arrange supervision from the CEPs service or other if the SLT or a member of staff believe that this support is needed.

Use of reasonable force

Any member of staff may use such force as is reasonable under the circumstances to prevent a pupil:

- Causing injury or personal damage
- Prejudicing positive order and discipline at school or among pupils
- Committing an offence.

Reasonable force may include any of the following:

- Physically interposing between pupils
- Blocking a path
- Holding
- Leading by hand or arm
- Shepherding – hand in centre of back
- Restrictive hold

The Use of Reasonable Force document (DFE July 2013) is shared with staff at the beginning of each academic year. Any new staff joining during the year will be given a copy of the guidance which will form part of their induction procedures. Staff record incidents of physical intervention on My Concerns.

Useful Links

Safeguarding policy

DfE: Use of Reasonable Force

DfE: Behaviour in Schools Advice for headteachers and school staff February 2024 [link]

Confiscation of Inappropriate Items

Confiscation of Inappropriate Items There are two sets of legal provisions which enable school staff to confiscate items from pupils. Although we are an Infant school and will always act with a child-centred approach, the following may need to be considered:

1) The general authority to discipline, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be locked in the school office.
2) Authority to search without consent for "prohibited items" which may pose a danger to others.

Exclusions

A fixed term or permanent exclusion from school may be made by the Headteacher. In this case the school will refer to the DfE document;

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (August 2024) [link]

Reasons for exclusion may include, persistent disruptive behaviour, physical assault against an adult or pupil, verbal abuse, threatening behaviour against a pupil, bullying, damage to school property. This is not an exhaustive list.

Policy on Anti-Bullying

We first need to explain what bullying is, as many children say they have been bullied when, for example, they have just fallen out with a friend, or someone has bumped into them.

What is bullying?

Bullying is:

- Deliberately hurtful behaviour
- Repeated over a period of time
- When those being bullied find it difficult to defend themselves

It can take many forms such as:

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insulting, racist remarks
- Indirect – spreading nasty stories about someone, exclusion from a group, via social media platforms, texting, emailing etc. to send hurtful remarks

Aims of the policy

- To prevent bullying in school
- To provide an atmosphere where children feel safe to talk about it
- To be able to deal with bullying when it occurs
- To be part of our Healthy School work
- To help with communication with parents

Coverage in the curriculum

- JIGSAW and Pol-Ed themes
- Anti-Bullying Week (November annually)
- Circle time – discussing how to make positive relationships and how to be more assertive when problems arise
- Assemblies – listening to stories about relationships and what to do if you are bullied

Pupils know that:

- The school cares about bullying
- They have to TELL SOMEONE if they think they are being bullied

- Action **will** be taken
- They may talk to **any** member of staff in school about a bullying incident

We teach the children the difference between rough play, falling out and bullying. The children know that they need to tell someone or put a note about it in the **worry monsters,** which are in KS1 classrooms.

The message about bullying and what to do about it is continually reinforced at school, through the curriculum and whenever the need arises.

Guidelines for investigating incidents

If staff believe they know about a bullying incident, they should follow the clearly laid out procedure. All incidents of bullying must be reported to the Head or Deputy.

Staff should:

- Remain calm
- Listen to the children
- Take them seriously
- Act on the information as soon as possible
- Reassure the victim
- Offer advice, help and support to the victim
- Make it clear to the bully that they have made the wrong choice
- Encourage the bully to see the victim's point of view.
- Any sanctions should be clearly explained
- The head teacher or DHT and class teacher must be informed
- Inform all colleagues if the incident arose out of a situation which could occur again
- Parents must be informed immediately and a follow up meeting should be arranged to discuss actions taken, or to let the parents know if the bullying has stopped.
- Bullying incidents must be recorded on 'My Concerns' and will be dealt with by a DSL/HT.

All staff including governors, teachers, teaching assistants, administrative staff, lunch time supervisors and site manager should be involved by being aware of the possibility of bullying in school, and knowing the guidelines. The Chair of Governors is made aware of any bullying or racial incidents as part of our termly safeguarding meeting.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

<u>This policy will be presented to the Governors in the autumn term 2026 and shared with parents on the website.</u>