



Wrestlingworth Infant and Dunton Junior
C of E Schools Federation

Behaviour and Anti-Bullying Policy

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Next Review:

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Our School Christian Vision

From the smallest seeds grow the biggest trees

“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”

Matthew 13:31-32, International Children’s Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

1. Introduction & Ethos

At our Federation, our approach to behaviour is rooted in the Parable of the Mustard Seed (Matthew 13:31-32). We believe every child is a seed with the potential to grow, thrive, and flourish. Our role is to provide the rich soil and the careful tending required for every child to become a strong tree where others can find shade. Our monthly values (see **Appendix 1**) guide our interactions and decisions. We encourage our children to embody these values, fostering a community where everyone is respected and supported.

We recognise that children arrive with different experiences, needs and challenges. Our behaviour approach is inclusive. We believe that behaviour should be understood as communication, that children make mistakes as part of learning and we respond with compassion, high expectations and appropriate support. No child is labelled or excluded from belonging. All children are supported to learn from mistakes, repair relationships and grow in character.

This policy reflects our commitment to creating a loving, inclusive and restorative community where children learn to take responsibility for their actions and grow from their experiences.

This policy applies to all pupils, staff, governors, parents, carers and visitors and ensures a consistent, fair and compassionate approach to behaviour across the school.

2. Responsibilities

All staff have a responsibility to model positive behaviour, uphold school expectations and respond to behaviour in a calm, fair and consistent way.

- **Staff:** Model positive behaviour, use low arousal techniques, and maintain a calm, safe environment.

- **Senior Leadership (SLT):** Monitor patterns via **CPOMS**, support staff, and oversee individual support plans.
- **Parents/Carers:** Work in partnership to reinforce expectations.
- **Pupils:** Respect the rights of others to feel safe and ready to learn.

PART A: BEHAVIOUR FOR LEARNING

1. The three pillars: Ready, Respectful, Safe (appendix 2)

We simplify our expectations into three core rules that reflect our values:

- **Ready:** Shows *perseverance and courage*; prepared to learn and take responsibility.
- **Respectful:** Shows *love, integrity, and forgiveness*; valuing people and property.
- **Safe:** Shows *peace and trust*; making choices that protect physical and emotional wellbeing.

2. Recognition & intrinsic motivation

While we celebrate success, our ultimate goal is to move children from **extrinsic rewards** (doing it for a sticker) to **intrinsic motivation** (doing it because it is right).

- **Recognition, not enticement:** We use Class Dojo points / certificates /specific stickers to *recognise* when a child has flourished. We do not use them as bargaining chips for basic expected behaviour.
- **Reflective Praise:** Staff use language to help children feel internal pride (e.g., "*You worked so hard on that; you must feel very proud of yourself*").
- **The reasoning:** We teach children that being Ready, Respectful, and Safe helps the whole mustard tree grow, fostering a sense of community responsibility.

3. De-escalation: Low Arousal Approach

We believe that a **calm adult creates a calm child**. We use a Low Arousal approach to manage moments of dysregulation:

- **Co-Regulation:** We recognise that children often need an adult to help them regulate their emotions before they can reflect on their actions (using tools like 5 to Thrive and Hamish & Milo).
- **Low Arousal Techniques:** Staff use a **lower and slower** voice, avoid confrontational body language (such as squaring up or sustained eye contact), and allow "take-up time" for children to process instructions.
- **No Physical Handling:** Wrestlingworth and Dunton are No-Handling schools. We do not use physical restraint. Instead, we use space, time, and environmental changes to ensure safety while a child de-escalates.

4. When Behaviour Falls Below Expectations

The school recognises that behaviour may be influenced by additional needs, emotional wellbeing or life experiences. Behaviour is addressed with compassion, consistency and high expectations. Reasonable adjustments are made where appropriate, including for pupils with SEND, additional needs or emotional vulnerability. Sanctions will never be applied without consideration of a child's individual circumstances.

Behaviour that falls below expectations- This may include (but is not limited to):

- Unwanted physical contact - this includes aggressive play fighting, kicking, punching, pushing, biting, spitting and throwing objects
- Disruption of teaching and learning
- Invading personal space e.g. shouting in someone's face
- Use of inappropriate language - this includes swearing and using physical and verbal insults.
- Lack of respect for people or property - this includes being rude, answering back, disregarding instructions, disrupting lessons, taking from another child, damaging property and failing to respect another member of the school community
- Bullying - this includes persistent name calling, physical, ganging up, ostracising an individual and prejudice (see Part B of this policy)

Our Approach to Consequences

Consequences are used to help children learn, reflect and make better choices in the future. They are not designed to shame or punish, but to:

- Keep everyone safe
- Support reflection and responsibility
- Repair harm and restore relationships
- Promote personal growth
- Restore trust within the community

Consequences are proportionate, age-appropriate and take into account individual needs, including SEND and emotional wellbeing.

Wherever possible, consequences include reparation — putting right what has gone wrong — reflecting Jesus' teaching of forgiveness, justice and reconciliation.

Reflective and restorative Approach

Staff use reflective and restorative conversations to help children:

- Understand what happened
- Recognise who has been affected
- Have regard to our shared school behaviour expectations
- Identify better choices for the future
- Take responsibility

Behaviour Response – examples of what repair might look like

Incident Type	Adult Response	Repair/Consequence	Christian Value
Low-level	Reminder/Redirection of expectations	Reflection time; resetting	Perseverance, respect
Unkindness	Reflective / Restorative conversation	Apology; making it right	Forgiveness
Property Damage	Calm discussion	Repair, tidy or replace where appropriate	Integrity
Physical/High Level	Immediate Safety	SLT involvement; IBP; potential suspension	Peace & Justice
Repeated behaviour	Graduated support	IBP; parental involvement, potential suspension, managed through anti-bullying policy (if applicable)	Trust, patience

When choices do not align with being Ready, Respectful, or Safe, we use the following referral pathway.

The Referral Path

All staff are responsible for recording and reporting incidents and ensuring that information is shared with the relevant people (this may be on an incident log – **appendix 3** - that is then scanned to CPOMs, or directly onto CPOMs.

To ensure incidents are dealt with by the adults who know the children best, we follow a clear referral path:

- **Lunchtime/Playtime Incidents:** Duty staff and Midday Supervisors deal with incidents as they arise and must report incidents directly to the Class Teacher at the end of the break. The Class Teacher is the primary point of contact for resolving peer-to-peer disputes.
- **The Class Teacher's Role:** The teacher will investigate, conduct restorative conversations, apply initial consequences (if this has not been possible to resolve easily at the time) and inform parents.

- **Individual Behaviour Plan (IBP – see Appendix 4):** If a child struggles to meet expectations repeatedly, an IBP is created. This is a supportive tool to identify triggers and provide bespoke strategies to help the child grow.
- **Escalation to Head of School / Executive Head:** Matters should only be referred to the Head of School Executive Head if:
 - The behaviour is a "High Level" incident (e.g., serious physical harm).
 - The behaviour is persistent despite Class Teacher interventions and parental meetings.
 - The child/ren has a specific behaviour plan that requires SLT involvement.

Serious Incidents & Suspension

While we are a restorative community, the safety of all children is paramount. **Suspension (Fixed-Term Exclusion) or Permanent Exclusion** may be considered in the following high-level circumstances:

- Serious actual or threatened violence against a pupil or member of staff.
- Culpable damage to property.
- Persistent, defiant misbehaviour that significantly disrupts the education or welfare of others.
- Possession of illegal substances or weapons.
- *Please refer to our separate Exclusions Policy for formal procedures.*

5. Communication with Parents (GDPR & Confidentiality)

Communication with Parents Regarding Incidents

While we recognise that parents/carers often seek reassurance that an incident has been resolved, the school must operate within the framework of the Data Protection Act and GDPR.

Focus on Your Child: Conversations will focus on the support provided to your child and the restorative steps taken to ensure they feel safe and valued.

Confidentiality of Others: We will confirm that an incident has been investigated and the policy followed, but we cannot disclose the specific names or sanctions applied to other children. Just as you would expect your child's privacy to be protected if they were involved in an incident, we must extend that same protection to all students.

6. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The expectations of Ready Respectful and Safe will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.

- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

7. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance and exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

Data is reviewed termly by the Headteacher and SLT to identify patterns, support needs and areas for development. Analysis considers protected characteristics under the Equality Act 2010 to ensure fairness, inclusion and equity.

8. Monitoring and review

This policy will be reviewed by the Headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Key Principle

Our behaviour policy reflects our belief that every child can grow, change and flourish. Mistakes are viewed as opportunities to learn, and reconciliation is always possible. In this way, our school community becomes a place where love, justice and hope are lived daily.

PART B: ANTI-BULLYING POLICY

1. Key Aspects of Anti-Bullying

- **Definition of Bullying:** Not just a one-off fight, but a persistent pattern of behaviour with intent to harm, leveraging a power difference (often summarized as "Several Times On Purpose" or STOP).
- **Scope:** Addresses physical, verbal, emotional, social exclusion, and cyberbullying (online).
- **Target Audience:** Involves pupils, teachers, parents, staff, and the wider community.

Bullying can take many forms, including:

Physical – hitting, kicking, taking or hiding belongings, including money

Verbal – name-calling, teasing, insulting, unkind notes

Emotional – being unfriendly, excluding, tormenting, spreading rumours, unpleasant looks

Exclusion – being left out of conversations or activities by peers, causing a sense of isolation

Cyber-bullying – online harassment, messaging, or social media misuse (see Online Safety Policy)

Our approach recognises that all forms of bullying affect the whole child—their learning, wellbeing, and confidence—and must be addressed promptly.

2. Aim

The aim of our anti-bullying policy is to clarify for children and staff that bullying is always unacceptable. As reflected in our Christian vision, we wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every child has the right to be safe and happy, and to be protected when feeling vulnerable.

Our anti-bullying policy seeks to:

- Clarify that bullying is always unacceptable
- Encourage a safe, inclusive and supportive environment where every child can flourish
- Promote our Christian values of love, respect, forgiveness, peace, and integrity
- Protect all children, especially when they feel vulnerable, so that they can feel safe, happy, and confident to be themselves

We aim to foster a culture where children help each other, report concerns, and grow in empathy and resilience.

3. Possible Signs of Bullying

Staff and parents are alert to indicators that a child may be experiencing bullying, such as:

- Belongings being lost or damaged frequently
- Unexplained injuries or bruises
- Reluctance to attend school or frequent "illnesses"
- Sudden drop in academic performance
- Requesting or giving money to peers under pressure

- Becoming anxious, withdrawn, or lacking confidence
- Disturbances in sleep or appetite
- Displaying bullying behaviours towards others

Noticing these signs early allows adults to respond swiftly and compassionately.

3. Our Proactive Approach

- **CPOMS Monitoring:** All incidents are recorded on **CPOMS**. SLT reviews this to spot patterns that may indicate a bullying trend before it escalates.
- **Individual Plans:** Where bullying is identified, both the target and the perpetrator may be placed on an **Individual Behaviour Plan (IBP)** to ensure targeted support, monitoring, and a clear path to reconciliation.

4. Procedures for Addressing Bullying

Procedures for Addressing Bullying

- i. **Listen:** All children involved are heard impartially. Staff avoid making premature judgments, focusing instead on understanding perspectives and feelings.
- ii. **Restore:** Children are guided to consider the impact of their actions and explore how relationships can be restored. Restorative conversations reflect the values of forgiveness, honesty, respect, and empathy. We use restorative questions: *Who was affected? How can we make it right?*
 - a. Agreed consequences are applied fairly and proportionately, following the school Behaviour Policy.
- iii. **Inform:** Parents of all parties are notified.
- iv. **Record:** Formal recording on CPOMS as a Bullying Incident for statutory monitoring.
- v. **Strategies:** are discussed to change behaviour positively in the future. A clear way forward is outlined to repair harm, rebuild trust, and ensure all children feel safe.
- vi. **Monitor:** Follow-up check-ins occur 2 weeks and 4 weeks after the incident to ensure the behaviour has stopped.

5. Parental Involvement

Parents of all children involved are informed and supported.

If a parent raises a concern, it is taken seriously and investigated promptly, in line with the Complaints Policy

6. Consistency with School Behaviour Policy

All anti-bullying actions are fully aligned with the Ready, Respectful, Safe framework and the school's Christian vision.

Key Principle

At our school, we work to ensure that all children feel they belong, are valued, and can learn without fear. Bullying is not tolerated, and every incident is an opportunity to teach empathy, respect, and restorative conflict resolution, reflecting the love of God in our daily practice.

Appendix 1: Values in Action

September: Positivity

- *Psalm 100:1; Philippians 4:8*

Shout for joy to the Lord, all the earth. Finally, brothers and sisters, whatever is true, noble, right, pure, lovely, admirable – think about such things.

October: Integrity

- *Proverbs 10:9; Titus 2:7-8*

Whoever walks in integrity walks securely. In everything set an example by doing what is good.

November: Peace

- *Matthew 5:9; John 14:27*

Blessed are the peacemakers, for they will be called children of God.

December: Love

- *Colossians 3:12; Matthew 7:12*

Clothe yourselves with compassion, kindness, humility, gentleness, and patience. Treat others as you want them to treat you.

January: Thankfulness

- *Luke 22:19; 1 Chronicles 29:12*

Jesus broke bread and gave thanks.

February: Trust –

- *John 14:1; 1 Corinthians 13:6-7*

Do not let your hearts be troubled. Love does not delight in evil but rejoices in the truth.

March: Forgiveness

- *John 1:9; Mark 11:25*

But if we confess our sins to God, He can always be trusted to forgive us.

April: Perseverance

- *Hebrews 12:1; Deuteronomy 13:6*

Let us run with perseverance the race marked out for us.

May: Truthfulness –

- *James 3:17; Ephesians 4:15*

The wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere. Speaking the truth in love.

June: Respect

- *Mark 10:14; 1 Peter 2:17*

Let the children come to me. Show proper respect to everyone.

July: Courage

- *Deuteronomy 31:6; 2 Timothy 1:7*

Be strong and courageous. For the Spirit God gave us does not make us timid.



**At Wrestlingworth Infant and Dunton Junior
C of E Schools Federation we are...**

Ready

Ready to learn

Ready to listen

Ready to help



Respectful

Respectful behaviour

Respectful words

Respect property



Safe


Safe hands and feet

Safe choices

Keep each other safe

Appendix 3:


BEHAVIOUR LOG please ensure this is followed up with the reparation and upload to CPOMs

 **Date:** _____

 **Time of Incident:** _____

 **Child's Name:** _____

 **Staff Member Reporting:** _____

 **Incident Details** (*Briefly describe what happened – this needs to be objective and factual – use back of sheet also if necessary*)

 **Possible Trigger / Cause**

- Tiredness
- Conflict with peer
- Not following instructions
- Overstimulation
- Other: _____

Action Taken

- Verbal Reminder
- Time-Out Given
- Restorative Conversation
- Other (please specify): _____

 **Follow-Up Actions Required?** No further action

- Additional support/intervention
- Referral to senior staff
- Other (please specify): _____

 **Parent/Carer Informed**

- Yes –  Phone /  In Person /  Dojo Sent
- No - give reason: _____

Informed by

 **Staff Name and Signature:** _____

Scripts and Positive Phrases

Kind/Safe/Quiet words please name

Kind/Safe hands please name

Indoor voices, thank you

Walking inside / walking feet, thank you

We need to finish this

First and then

Now.... and next....

Talk and I will listen

I need to keep you safe

Repeat/Remind/Take-Up Time

Please/Thankyou













REFLECT AND REPAIR SHEET

This sheet should be used as outlined in our behaviour policy to assist in the process of reflection and repair. It must be completed through a conversation with the child. The adult leading the conversation will scribe. The child be given opportunity to calm before the conversation – use the blue boxes to plan this time together.

















Name:	Class	Date:
Now ...we will reflect and repair (when ready co-regulate first). We can have breaks if they are needed.	Next (adult to choose transition activity)...until this is an opportunity to do an activity to further calm. For example: sorting, walking, listening to calming music.	Then once you are feeling calm you can go back to your learning in the classroom.

REFLECT













What happened?
?

 made silly noises	 shouted at someone	 rude to someone	 walked off
 scribbled on work	 threw something	 tore something	 broke something
 swore at someone	 hurt someone	 made a mess	 something else

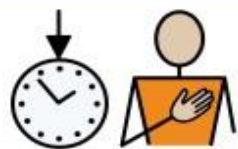
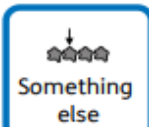
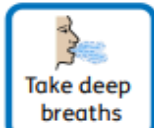
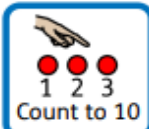
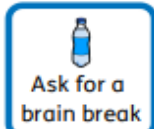
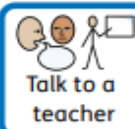
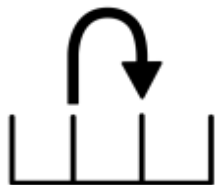
What were you thinking or feeling?
?

 worried	 fidgety	 confused	 angry
 frustrated	 scared	 excited	 mad
 silly	 distracted	 out of control	 fizzy
 giggly	 anxious	 not okay	 Something else

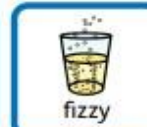
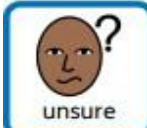
Who has been affected?
?

 Me	 A friend	 A teacher	 A T.A.
 My mum	 My dad	 My family	 My class
 My friends	 Someone else's family	 An adult	 Someone else

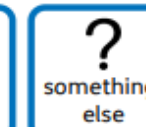
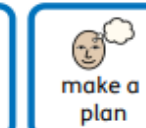
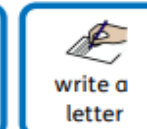
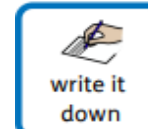
Next time I could ...



What are you thinking or feeling now?



What needs to happen to put it right?



Responsibility:

make good choices because your actions matter

Respect:

value everyone and everything in how you listen, speak and in what you do

Compassion:



show care and understanding for everyone

Courage:

be brave; believe you can



Appendix 4

 Individual Behaviour Plan (IBP) 	
Child's Name:	Key Staff:
Date	Review date (6 weeks)
The Why -Behaviour as Communication <i>identify what the child is struggling with below and triggers</i>	
Target Behaviour: e.g., Calling out, physical frustration, refusing to start work	
Known Triggers: e.g., Loud noises, perceived unfairness, change in routine, academic pressure	
Prevention & Support - The Rich Soil What can we change in the environment to stop the behaviour before it starts? <i>Seating: [e.g., Near the front / away from distractions]. Sensory Breaks: [e.g., 2-minute "heavy work" task or movement break every 30 mins]. Visual Aids: [e.g., Now/Next board, visual timetable, or "Help" card]. Pre-warnings: [e.g., Adult to give a 5-minute and 2-minute warning before any transition]</i>	
The De-escalation Script (Low Arousal) Record standardised responses for all staff to ensure consistency.	
Phase 1 (Anxiety): <i>Adult notices fidgeting.</i>	
Response: Low-key distraction or offering a "choice" (e.g., "Do you want to use the blue pen or the black pen?").	
Phase 2 (Defiance/Arousal): <i>Adult uses "Lower and Slower" voice.</i>	
Script: "[Name], I can see you are frustrated. I am here to help. I'll come back in two minutes to see how you're doing." (Walk away to allow take-up time).	
Phase 3 (High Arousal):	
Ensure safety. No physical handling. Limit language / talking. Remind child of their "Safe Space."	
Meaningful Consequences & Repair Linked to our behaviour framework – when the child is calm. <ul style="list-style-type: none"> Use the reflect and repair sheet and scan to Cpoms with record of the incident 	
Reflective Conversation: Using the Restorative Justice questions when the child is calm.	
Reparation: (e.g., If disrupted the class, they help the teacher tidy; if they were unkind, they write a "Seeds of Hope" card for the peer). <u>Note down the reparation here:</u>	
Home-School Partnership: How will it work? [e.g., Weekly email or a simple "Green/Amber" daily slip]. Positive Focus: share small wins for every concern.	
Signed:	Child
Teacher	Parent

Appendix 5

Prejudice Based Incident Report Form

Report form completed by: _____

Date of Report: _____

Name of Target/s*: _____

*some incidents may not have a target

Name of Perpetrator/s: _____

INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident		✓
Appearance	Hair colour, body shape, clothing etc	
Disability / Special Needs / Medical condition	Real or perceived disability, special need, gifted or talented or health conditions, including mental health or association with someone in those categories.	
Ethnicity / Race	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism).	
Gender Identity	Trans, perceived to be trans, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a trans family member.	
Religion / Belief	Beliefs, faith, lack of faith real or perceived or because of association with.	
Home Circumstances	Class background, low income, free school meals, young carer, looked after.	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family (homophobia and biphobia)	
Other	Please describe:	
BEHAVIOUR INVOLVED IN THE INCIDENT – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
Cyberbullying	Use of internet, mobile phones and social media to bully, harass, spread rumours and express prejudiced language.	
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
Physical Abuse	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force	
Verbal Abuse	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
Other	Please describe:	
WHERE DID THE INCIDENT TAKE PLACE? – tick <u>all</u> that apply		✓
Corridor	Playground	
Classroom	Cloakroom	
Toilets	Other (please describe)	

Please give a description of incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of incident) and any referrals:

If appropriate to your setting: Restorative approaches used? Yes / N

Report form received by: _____

Date: _____