



FULMER INFANT SCHOOL

BEHAVIOUR POLICY incorporating ANTI-BULLYING POLICY

Date: March 2026

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This document provides a framework for the creation of a happy, safe and calm environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly. All members of the school community create a positive, safe environment in which bullying, physical threats or abuse or intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively. It is essential that all staff are aware of their safeguarding responsibilities as set out in statutory guidance Part 1 of 'Keeping Children Safe in Education.'

Aims

Our aims for behaviour are that all children will:

- Follow our four values, Be Kind, be Honest, Respect and Achieve
- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards their work and towards their roles in society
- Achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take a pride and responsible interest in caring for their environment

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LEA, governors, parents/carers and others in the community.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents/carers, pupils and governors) work towards the school's aims by:

- Esteeming children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures

- Encouraging, praising and positively reinforcing good relationships, behaviours and work with rewards of stickers and Dojos
- Rejecting all conduct involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, encouraging and supporting one another

All staff work towards the school's aims by:

- Taking a lead in establishing a positive school ethos
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Recording and monitoring attendance and punctuality and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

In addition, teaching staff work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Being good role models – respectful, punctual, well prepared, organised and understanding the needs of SEND children
- Taking quick, firm action to prevent children inhibiting other children's progress
- Providing opportunities for children to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice

Children are encouraged to work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently and completing homework on time
- Conducting themselves in an orderly manner in line with this policy
- Taking growing responsibility for their environment and for their own learning and conduct

Parents/carers are encouraged to work towards the school's aims by:

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time)
- Providing prompt notes to explain all absences
- Providing support for the discipline within the school and for the teachers' role
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour

- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in the learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress through the school
- Accepting responsibility for the conduct of their children at all times

Procedures

For ensuring involvement of all members of the school community:

- An annual review of the Behaviour Policy by the Learning and Development Committee to ensure the policy is appropriate for the school needs
- Regular meetings of teaching and non-teaching staff to review behaviour issues
- Governor training
- Parents are asked to sign our Home/School Agreement when their children commence at the school to ensure understanding of our behaviour expectations
- A copy of this policy is in the School Handbook which every parent/carer receives when their child/ren joins the school

For developing good partnerships with parents/carers:

- Regular informal contact with teachers
- Good communications channels including newsletters from school
- Parents' evenings in the Autumn and Spring terms and annual reports in the Summer term
- A programme of open days, productions and school fund raising events
- Welcoming parents/carers into the school, both on a regular basis (to offer support with library, reading, for example) and for curriculum workshops or discussions
- Welcoming other parental contributions, such as organising resources, and helping with extra-curricular activities
- A clear policy for children with special needs which involves parents/carers
- A procedure for monitoring homework and parental support with reading, involving a reading record booklet which is signed by parents/carers
- A home school communication book for EYFS children for parents/carers and teachers

For providing children with opportunities to discuss appropriate behaviour:

- A programme of Relationships and Health Education designed to promote mutual respect, self discipline and social responsibility
- A programme of Religious Education which includes ethical and moral issues
- Time allocated for class discussion about our four core values (Be Kind, Be Honest, Respect and Achieve), the classroom rules or any other matter
- A weekly assembly reinforcing our values
- Special stickers awarded for those children who show special regard to our values
- Our four core values and 'Golden Rules' displayed in classrooms
- School council to lead assemblies discussing ways to improve behaviour

For promoting desirable behaviour:

- Staff act as role models
- Staff offer guidance to children including praise and encouragement (see above reference to Dojos and stickers)
- The provision of a curriculum designed to stretch and engage each child
- Classroom organisation which facilitates independent working

- The encouragement and appreciation of children who act as positive role models
- Collaborative work within classes and across year groups which helps to develop good relationships
- A weekly 'Golden Assembly', when good work, behaviour and kindness are celebrated and children receive a certificate
- Where appropriate PSPs (Pastoral Support Programmes) are shared with parents/carers, staff and child
- A weekly 'Golden Time', which is an opportunity for children to benefit for their good behaviour by using special resources and toys

For eliminating undesirable behaviour:

- Staff to think the unthinkable and be aware that 'child on child' abuse may be occurring. They should report any concerns to the DSLs, Mrs Matton and Mrs Bailey
- Schools should anticipate likely triggers for misbehaviour and put in place support/interventions to prevent these, as well as using de-escalation techniques, and pre-agreed scripts and phrases where appropriate
- Development of clear guidelines on responding to behavioural issues which have the full commitment of all teaching and non-teaching staff
- Conscientious supervision of pupils at all times
- Rapid and stringent response to all incidents of bullying and racial harassment, which are noted on the racial incident form in the office.
- A readiness to tackle persistent behavioural problems
- Sanctions for bad behaviour which may include thinking time, losing play time and minutes off 'Golden Time'
- Involvement with parents/carers to discuss positive strategies for example a Pastoral Support Plan, for elimination of undesirable behaviour

Sanctions include:

- Repeated or additional work if standard is below the child's potential
- Verbal or written apology
- Separation from rest of class
- Separation to another class
- Referral to the Headteacher
- Withdrawal of privileges (e.g. minutes off Golden Time)
- Telephone call of concern to home
- Daily or weekly report system
- A behaviour contract signed by child, parent and school

Further sanctions may include:

- External agencies in accordance with LEA policy
- Fixed term suspension in accordance with LEA policy
- And ultimately, in the most serious of circumstances, permanent exclusion in accordance with LEA policy

For promoting care of the physical environment:

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- Involvement of children, parents/carers, governors and representatives of the wider community in the planning, and, where practicable, the implementation, of developments to the school environment
- The commitment of Fulmer Infant School funds to developments to the school

REASONABLE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Physical intervention/Positive handling

- Staff may only use 'reasonable force' meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- It is expected that the teachers in school deal with incidents of inappropriate behaviour at the time of the incident. However, if the incident is deemed as significant then the Headteacher, or the Class Teacher may contact the child's parents.

Signed:
Headteacher



Signed:
Chair of Governors



APPENDIX 1

VALUES

- Be Kind
- Be Honest
- Respect
- Achieve



ANTI-BULLYING POLICY

Introduction

At Fulmer Infant School, we do not tolerate bullying, we are always alert to bullying and deal firmly with it, if it occurs. Actions based on our school rules, backed by sanctions, are taken. (See School Behaviour Policy). Pupils should tell any adult at school or at home if bullying happens.

What is Bullying?

Bullying is the wilful, conscious act, intended to hurt, threaten or frighten someone else. A bully has some sort of power over the victim. Bullying is repeated often over a period of time. All bullying is aggression, either physical, verbal or psychological but not all aggression is bullying. Bullies pick on vulnerable children.

Guidelines for prevention and action against bullying

Anti-Bullying Action

If you come across bullying what can you do?

First steps: DO -

- Remain calm – you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public – who are the pupils involved?
- Reassure the victim(s), do not make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Give the bully a consequence if appropriate, but be very careful **how** you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power
- Explain clearly the consequence and why it is being given

Involving others: DO -

- Inform the Headteacher and/or other appropriate persons
- Inform colleagues
- Inform both sets of parents/carers calmly, clearly and concisely; reassure both sets of parents/carers that the incident will not linger on or be held against anyone ask for support from the Headteacher or the senior teacher if appropriate

Final steps: DO -

- Make sure the incident doesn't live on through reminders from you.
- Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

Anti-Cyber Bullying

What is Cyber Bullying?

There are many types of cyber-bullying. The ways in which adults and young people communicate online is changing rapidly and therefore the types of cyber bullying are also changing rapidly.

At present, this is a list of common platforms where cyber bullying could take place.

- Text messages – that are threatening or cause discomfort
- Picture/video-clips via mobile phone cameras – images sent to others to make the victim threatened or embarrassed
- Mobile phone calls – silent calls or abusive messages; or stealing the victim's phone and using it to harass others to make them believe the victim is responsible
- Emails – threatening or bullying emails, often sent using pseudonym or somebody else's name
- Chat room bullying- menacing or upsetting responses to children or young people when they are in web-based chat room
- Instant messaging (IM) – unpleasant messages sent while children conduct real time conversations online using for example; Snapchat, WhatsApp, Xbox live, Facebook Messenger, this list is not exhaustive
- Bullying via 'social networking' websites – for example; Instagram, Facebook, Twitter, YouTube, again this list is not exhaustive

Anti- Cyber Bullying Policy Children

At Fulmer Infant School we take this bullying seriously as all other types of bullying and therefore will deal with each situation individually.

Under this policy an incident may result in:

- Simple verbal warning
- Parental discussion or involvement
- Further sanctions in more serious cases

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

At Fulmer Infant School, children are taught in their computing lessons to:

- Understand how to use these technologies safely and know the risks and consequences of misusing them
- Know what to do if they, or someone they know, are being cyber bullied
- Report any problems with cyber bullying
- Children may not bring a mobile phone device to school

Children with special Educational Needs and Disabilities

Children with SEND, particularly those with social and communication difficulties (such as Autistic Spectrum Disorder) can be particularly vulnerable to online bullying.

Children and young people on the autistic spectrum can find social networking, forums, emailing, instant messaging, texting and online gaming an easier way to socialise than face-to-face communication and this makes them particularly vulnerable.

All children may be bullied via the internet or mobile phones, however children and young people with autism may not be able to recognise cyber bullying as easily due to their lack of social understanding.

For more information on cyber bullying please visit:

www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying

Further information is available through the National Autistic society www.autism.org.uk

School Staff

Our staff have a right to teach in a safe environment.

If staff members are subject to cyber bullying they are advised to:

- Save evidence of the abuse; take screen shots of messages or web pages and record the time and date
- Report the incident to the Headteacher
- Where the perpetrator is known to be a current pupil or colleague the majority of the cases will be dealt with through the school's own mediation and disciplinary procedures
- Where the perpetrator is a parent or member of the school community, the Headteacher will invite the person to a meeting to address their concerns and, if they have a reasonable complaint, will make sure they know how to raise this appropriately
- The Headteacher will also request that the person removes any offending comments
- If the person refuses, it will be an organisational decision what to do next – either the school or the person who the comments were written about can report the matter to the social networking site (if it breaches their terms) or seek guidance from the local authority, legal advisers or support from other agencies, for example The UK Safer Internet Centre
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, the school should consider contacting the police
- The school acknowledges that online harassment is a crime

Workplace Bullying

All incidents of workplace bullying should be reported to the Headteacher or Chair of Governors.

Monitoring and Evaluation

All incidents of bullying should be reported to the Headteacher and noted.

Records of incidents can show whether bullying is becoming more or less frequent or changing in nature. The results can be used in evaluating the policy. Evaluation and review ensure that the policy remains responsive to changing needs while continuing to protect children from bullying.






Resources

Bullying - Don't suffer in Silence (DfES)

Action against Bullying - Scottish Council for Research in Education

Behaviour Plan for Unacceptable Behaviour

Due to the age and developmental stage of the children in EYFS, it is unlikely that extreme pre-meditated behaviour would occur. However, in the case of this happening an internal or external exclusion may be necessary. In the event of this happening, parents will be invited to attend a meeting to discuss the next steps.

	<p>Continuous serious behaviour and / or disruption</p> <p>E.g. Repeated incidents of bullying and severe physical incident towards another child. Hurting an adult.*</p>	<p style="text-align: center;">Level 5</p> <p>Fixed term suspension – may lead to permanent exclusion.</p> <p>Reintegration meeting with the Headteacher, focussing on a restorative plan of action involving the child, parents, Class Teacher and Headteacher.</p>
	<p>Serious behaviour or disruption</p> <p>E.g. Severe physical incident towards another child.*</p>	<p style="text-align: center;">Level 4</p> <p>Lesson, half a day or one whole day internal exclusion – may progress to external suspension if behaviour continues.</p> <p>Parents meet with the Class Teacher and Head Teacher.</p> <p>Clear criteria for improvement and timescales set. Referral to external agencies may be sought.</p>
	<p>Behaviour or disruption</p> <p>E.g. Continued behaviours that disrupt the learning of others, defiance, rudeness, swearing, spitting, biting, intentional unsafe behaviour, running away, racial incidents, damaging property, hurting others.*</p>	<p style="text-align: center;">Level 3</p> <p>4/7 minutes reflection time Agreed positive behaviour strategy.</p> <p>Class Teacher to meet with parents. Clear criteria for improvement and timescales set. Loss of Golden Time Playtime.</p>
	<p>Continuous low level disruption</p> <p>E.g. Behaviour that disrupts the learning of others, Continued off task behaviour, name calling, disobedience, dishonesty.*</p>	<p style="text-align: center;">Level 2</p> <p>4/7 minutes reflection time. Reinforce positive behaviours. If behaviour reoccurs speak to parents.</p> <p>Loss of Golden Time Playtime.</p>
	<p>Low level disruption</p> <p>E.g. Calling out, interrupting others, off task behaviour, distracting others, rough play, teasing, unkind words, unwanted touch.*</p>	<p style="text-align: center;">Level 1</p> <p>Modelled behaviour – show me. Verbal warning. Moved away from the activity.</p>

*Behaviours stated are examples only and not exclusive.

For children with additional needs, expectations and consequences will be adjusted to ensure they are appropriate to the identified needs.

