Hamp Nursery & Infants School

Relational Policy

(incorporating previous Behaviour policy)

2026/2027

Review:

Autumn 2027 Unless *there is a significant material change at an earlier date*

Contents

Vision and values - p.3

Rationale and ethos – p.3

Aims and intentions – p.4

Responsibilities and Expectations – p.5

Rewards – p.7

Developing behaviour and Boundaries – p.8

Restoration and Emotion coaching – p.11

Consequences – p.13

Physical Intervention – p.14

Child on Child abuse – p.17

Complaints procedure – p.19

Our Vision and values

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Where every child matters

Happy healthy learners
Aspiring and Achieving together
Motivated and making progress
Prepared for life's next steps!

Rationale

Current research shows that a relational approach provides an emotionally safe way to support behaviour and development, rather than a system to manage it. It views behaviour as telling us something about the needs and regulatory systems of an individual, rather than viewing behaviour as choice and intention. We apply a relational approach to our behaviour management, focusing on positive behaviour reinforcement, moving away from what are now considered to be outdated, punitive approaches. Taking this approach means we work ***with*** the person and they take responsibility for their behaviour.

Our relational policy has safeguarding at its core. The way that we build and maintain relationships with our children and their families means that we are able to know them, to notice small changes, to develop and foster trust which allows them to feel safe, an essential element to being ready to learn.

Ethos

At Hamp Nursery and Infant School, we recognise that everyone within our school community needs to feel safe and cared for. All human beings need to feel connected to their local and immediate community as developing a sense of connection and belonging is vital in terms of the development of social skills and understanding a positive sense of self and agency.

We believe in a whole school approach where all staff are responsible for promoting effective and positive relationships with pupils, families, visitors and each other. Our approach is based on equity, meaning that each individual receives access, resources and opportunities to succeed and grow in a consistent and fair way. We treat all members of our community in a respectful and non-discriminatory way, regardless of race, gender identity, disability, religious belief, sexual orientation or socio-economic background. We are a trauma-informed school, well-trained in understanding the impact of experiences on our children's development, within their community, and their lived experiences.

We understand that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times. We have 3 simple rules which are actively promoted:

"Be Ready, Be Respectful and Be Safe"

These can be applied to a variety of situations and are taught and modelled explicitly.

In practice this means that:

Be Ready: We are ready to listen, ready to learn, ready for new challenges. We show each other how we are ready every day.

Be Respectful: We are respectful to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way.

Be Safe: We are safe and keep each other safe. We have kind hands, feet and words. We think about where we are and make smart choices with our actions. Being safe is both on and offline.

Aims

We aim to:

- Foster mutually respectful relationships between all members of our community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Apply equity for all.
- Use a trauma informed approach.
- Promote and encourage positive behaviour and reinforcement
- Continue to build a community which values and models kindness, good humour, tolerance and empathy for all.
- Use the five steps for positive language.
- Have unconditional positive regard for all pupils.

Statement of Intent

Good patterns of behaviour will have been established at home before a child's entry into school. Our intention is to build on these patterns in the following ways:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
2. To help children develop as caring, thinking individuals.
3. Teach children to become intrinsically motivated to reach their full potential and have a positive attitude to learning.
4. To create a happy and caring environment in which there is mutual respect between all members and where children learn to react positively with peers and adults and in which effective learning can take place.

Responsibilities and Expectations

Positive Behaviour Expectations – The rules	
Ready, Respectful and Safe	
Pupils	• Be ready to learn, sitting tall, facing the teacher. • Actively listen to adults and each other. • Follow instructions, complete tasks. • Follow the rules of games and interactions. • Treat each other with kindness and respect, kind words, kind hands and feet. • Stop, sit and listen when asked by an adult. • Look after and share school resources and the environment. • Make safe choices both in the classroom and outside. • Engage with staff to make meaningful restoration. • Telling the truth and listening to other people's perspective. • Move quietly and calmly around the classroom and school. • Understand when to make and recognise when to accept an apology. • Take responsibility for their own behaviour and planning how to repair when things have gone wrong.
All Staff	• Actively listen with purpose. • Regulate, relate and respond. • Be calm, consistent and fair. • Be a good role model, show children what you expect to see. • Model positive language and expectations through emotion coaching, using behaviour scripts. • Praising in public, reminding in private. • Validate all feelings and emotion to support pupils to recognise, understand and regulate them. • Understand behaviour is a form of communication. • Model emotional regulation. • Show unconditional positive regard for pupils, actively showing interest to build relationships. • Create a safe and pleasant environment both physically and emotionally by having clear and consistent routines. • Communicate effectively by using a variety of tones and voices, always avoiding shouting. • Meet and greet all pupils with a smile and a welcome. • Use a visible recognition mechanism throughout all aspects of the school day, fairly and consistently. • Self-reflect and restore relationship. • Be solution focused. • Seek additional support as necessary. • First attention going to children doing the right thing. • Be honest and listen to other people's perspective. • Consistently and positively model and encourage use of the three rules.

Teaching Staff *(In addition to the above)*	• Provide a challenging, interesting and worthwhile curriculum differentiated to meet the needs of all learners. • Facilitate meaningful restoration • Recognise and value the strengths of all children. • Communicate with parents in a positive and honest way. • Follow agreed steps to behaviour management, with take up time in between. • Positive regular reminders of rules and expectations.
Senior Leaders SENCO HSLW *(In addition to the above)*	• Be a visible presence across the school. • Stand alongside colleagues to show a consistency of approach. • Monitor implementation of policy. • Ensure staff training needs are identified and implemented. • Coaching staff to achieve success. • Challenge any staff non-compliance of the three rules.
Head Teacher/ Deputy Head Teacher *(In addition to the above)*	• Ensure staff are trained and made aware of any developments. • Ensure all staff have access to the tools, equipment and support they need implement the policy. • Review policy. • Implementation of and day to day management of policy and procedures. • Reflect on the views and opinions of the staff. • Keep up to date with current pedagogical approaches to behaviour management.
Parents/ Carers	• Take responsibility for the behaviour and safety of your child both inside and outside the school. • Ensure your child attends school. Try to make sure they are well rested and have had breakfast. • Have their book bag – reading to and with them regularly is crucial. • Work in partnership with the school to assist in maintaining high standards of behaviour, trusting us to work with you to support your child and family's needs confidentially. • Foster good relationships with the school and support the school with the implementation of this policy. • Encourage independence and self-discipline, show an interest in all their child does in school, promoting the value of education. • Uphold the school's relational policy working in collaboration with staff to model positive relationships and behavioural expectations. • Be honest and listen to other people's perspective.
Governors	• Be aware of the relational policy. • Keep under review the impact of the relational review and ensure it upholds the strategic direction of the school. • Ensure that the policy is communicated to pupils and parents/carers in a non-discriminatory way. • Support the school in maintaining high standards of behaviour. • Understand societal changes and how it impacts on the school community. • Be confidential/honest and listen to other people's perspective.
External Agencies/ Visitors	• Be aware or relational behaviour policy and follow this when on site. • Know who the designated safeguarding leads are in school. • Defer to class teachers for support as needed. • Be confidential/honest and listen to other people's perspective.

Rewards:

Forms of Rewards:

1. Quiet word and encouraging smile.
2. Public word of praise in front of class peers.
3. Written praise on child's work or sticker (as appropriate).
4. Whole class recognition system*
5. Special responsibilities given for being good role-models.
6. Wider recognition - relate positive comment to parents/carers.
   - visit to other staff.
7. Rainbow Assembly and postcard sent home.

As part of the relational approach, we recognise that some children may sometimes need a more individual recognition.
Where need is identified by class teacher, this must be indicated to the pastoral/SEND team and documented on a pupil passport, and then an individual reward system may be introduced eg. Sticker chart.
These should be used for an agreed time period to scaffold the child's return to a whole class reward system.

Whole Class Recognition System:

*The recognition (reward) board is a whole class collaborative system which is intended to be an inclusive way of recognising all children's achievements, however big or small, moving away from the "naming and shaming" methods of more outdated approaches.
This approach differs from these types of behaviouralist systems, which can tend to focus on the negative rather than the positive.

Rewards are tiered as follows and reset each half term: Each class can earn them all.

1. Additional playtime.
2. Class teacher treat eg. Cookies and juice.
3. Child led reward eg. Art and craft afternoon.
4. Head teacher/ Deputy head teacher visit.
5. Class award eg. Non-uniform day, class party, movie.

Class rewards to be recognised and celebrated on Tapestry and Friday letter. Whole class rewards will also be celebrated during Friday rainbow assemblies and on the whole school reward board in the hall.

Developing behaviour –
Children who need more support to be ready, respectful and safe:

Different children find different aspects of school a challenge. Some children will follow the rules more easily than others. Some children need a few gentle reminders and some will need consistent and continuous reminders. All children need secure boundaries. At Hamp Nursery and Infants school, it is important to us that we look for the reasons behind any behaviour, and try to remove barriers and scaffold support to ensure all children can become successful. Where appropriate this would involve the SEND and/or the Pastoral team.

Some children will need adaptations of what 'Ready, Respectful and Safe' looks like. For example, a child may not be able to maintain eye-contact, but could show they are ready by having a whiteboard and pen in their hands. They may therefore have simple adaptations or an Individual Behaviour Plan. These plans are put together to suit the needs of children who require more support to enable them to be successfully ready, respectful and safe.

Plans are developed by class teams and the SENDCo to ensure that they meet the needs of the children. They are shared with families and the child. These plans may include alternative rewards, timetables or provision to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour and some of the strategies that help the child to succeed. Examples of adjustments we make at our school for children who struggle with our rules or whose SEND impact on their capacity to meet age-expected positive behaviour range from training staff in understanding autism, developing trauma informed practice, making seating plans, changing line-orders to planning movement breaks.

Our ELSA (Emotional Learning Support Assistant) also supports children throughout the school with their wellbeing and emotional regulation. Some children may receive additional support at playtimes or work to a partially alternative timetable.

We use a graduated approach to assess, plan, deliver and then review the impact of the support being provided, and work with families to:
- meet the needs of those with SEND (Children and Families Act 2014);
- take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour policy or practices (Equality Act 2010);
- secure the provision set out in Education, Health and Care plans; and
- enable all children to progress from their starting points academically, socially, emotionally and behaviourally.

Stepped Boundaries:

Of course, we recognise that there will be times that boundaries are forgotten or even tested, we use a calm and consistent approach to reinforcing our boundaries. Children here are not naughty, they are little and still learning, their emotions are still developing. and so, we

employ a kind but firm approach to dealing with this, modelling regulation and emotional language at all times. Children are involved in the discussion, encouraged to take responsibility, to understand choice and to make restoration.

At our school we use "stepped boundaries" to ensure a consistent approach to negative behaviour. We believe it is not only the severity of the sanction, it's the certainty that this follow up will take place that is important. Throughout the stepped boundaries, adults will remain calm and use behaviour scripts which redirect behaviour to be positive and ready, respectful and safe to learn. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Adults will try to avoid describing the child's behaviour to another adult in front of the child. Other adults will support quietly and calmly if necessary, for example, offering a seat at another table for the child. The stepped boundary system is cumulative within a lesson/session but is important that everyone also has a fresh start each lesson. It is always the aim that a child will make good choices and have a successful lesson or play time. When this happens, it will be recognised and praised.

Steps	Examples
1. Nudge This is gentle encouragement and may be non-verbal.	Standing next to a child, pausing mid-sentence, gently handing them a book, or placing a hand on the table are all examples of a nudge to encourage positive behaviour. It may also be a verbal nudge. For example, 'Let's see eyes on me and ready to learn like this morning.'
2. Reminder This is a short, polite reminder of the rules.	'I notice that you're talking when I'm talking. This is a reminder that we need to be ready and respectful. Please listen and stop talking. Thank you.'
3. Warning This is a discreet **30 second intervention (max**) to make a positive choice.	'I notice you have chosen to keep talking and not to do your work. This is a warning.' Do you remember that yesterday you were completely focused and did brilliantly in our English lesson? That is what I need to see today. If you choose to break the rules by _____, you will need a time out, then stay with me for 2 minutes after the lesson.''
4. Time out This is time out, in the moment, followed by 2 minutes of missed play or free time with the adult.	At this point the child will be told to take time out to stop, think, and reflect on how they can improve their behaviour. They may be asked to move to another area at this point to allow this to happen. This will always be followed by 2 minutes with the adult after the lesson, to have a mini-restorative conversation and to provide time to finish work, or tidy up etc. in a natural consequence. This might be 2 minutes of missed play, 2 minutes accompanying an adult to break duty, or 2 minutes at the end of the day. 'I have noticed you chose to _____. You are breaking the school rule of _____. You are choosing to have time out. I will come and check in on you in a few minutes. Thank you. After the lesson, you will need to stay with me for 2 minutes to talk and repair.'

5. Repair and Restore This is a short restorative conversation during playtime followed by a consequence given to repair the situation.	If a child continues with negative behaviour following a time out, a short restorative conversation of about 5 minutes with a consequence of about 10 minutes will be given to repair the situation during playtime. A 'repair task' or 'consequence' should be agreed/reached with the child at the end of the restorative conversation, such as tidying the classroom, making an apology or withdrawal from playtime football. This consequence will be as logical/natural as possible e.g. withdrawal from football if that was when negative behaviour occurred; tidying up a mess made by the child. A repair task might involve work that must be completed at home (Year 2 upwards) to repair lost learning. This should be returned first thing in the morning. Parents and carers will be informed that there are expectations which are not being met, and the child should understand the natural consequence. If a child refuses to engage with the repair talk or to agree to a consequence they will miss the remainder of that playtime. It may be appropriate for the adult to say they will follow up with this talk later that day or the next day.

Positive behaviours	**Negative behaviours**	**Serious negative behaviours**
• Being ready, respectful and safe. • Engaging in learning. • Being a good role model. • Listening and cooperating. • Joining in with group activities. • Being kind and caring. • Showing consideration for others. • Showing respect for the feelings and views of others. • Repairing and resolving situations where something has gone wrong. • Knowing right from wrong. • Being honest. • Valuing our school and the equipment.	• Refusing to speak or being dismissive. • Shouting. • Inappropriate language. • Disobeying the school rules. • Refusing to co-operate and learn. • Refusing to follow instructions. • Being impolite. • Rough play. • Running away from adults. • Making unsafe choices. • Shouting out. • Talking unnecessarily. • Preventing the learning from happening. • Swearing.	• Bullying. • Racist language. • Swearing or obscene language directed at someone. • Physical violence or the intention to physically harm. • Vandalism. • Stealing. • Throwing objects with the intention of hurting others or damaging property. • Serious challenge to authority of any member of staff. • Verbally abusing. • Arguing with a member of staff. • Spitting with intent. • Very unsafe behaviours e.g. climbing, hiding.

The Restorative Approach

Hamp Nursery and Infants School has a restorative approach to behaviour management. Staff underwent training and continue to develop restorative practice. Restorative practice at Hamp Nursery and Infants School means having extremely high expectations of behaviour, always picking up on behaviour which does not meet these high expectations, and teaching how behaviour can be changed and relationships restored. When a child does not behave in a way that means they are ready, respectful and/or safe, this will always be followed up on, and consequences or 'impositions' will sometimes follow, even if these do not occur in public. Restoration can only happen when the child and any others involved are emotionally regulated.

What are the principles of the restorative approach?

- Importance of developing and maintaining positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations where something has gone wrong
- Learning how choices could be more positive in future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control.

Restorative conversations are never held when the child is emotionally dysregulated. Dysregulation may look like a child who is very angry, violent, running away or shut down and refusing to move or speak. At Hamp Nursery and Infants School, we aim to pre-empt and help regulate children before they get to this point. However, if a child does become dysregulated, we give them the time and space to safely calm down, secure in the knowledge we will always have a restorative conversation to follow-up from this. This may mean that a child seems to be calmly playing with construction equipment or colouring in, having just had an incident of very negative behaviour. At Hamp Nursery and Infants School adults agree that this is part of the self-regulation process and that restorative conversations and consequences will always follow when the child is calm.

Emotion Coaching - Language Consistency:

At Hamp Nursery and Infant School language is one of the key elements to learning, socialising and expressing ourselves effectively. Within our relational policy, we are consistent in using our five steps to encourage emotion coaching. As practitioners, we pride ourselves in being attune to our own and the children's emotions, whilst still following our school ethos. We believe that we all respond better to encouragement and support, than to a negative response. Our main objective is to make sure the children are secure, safe and calm in their environment which includes giving the children specific positive praise. This involves being able to empathise with their feelings and understand their thinking. However, we understand that not every child responds to verbal communication and will require alternative methods which suits them such as STC and or the feelings chart.

5 Steps for Positive Language

Step one: Recognising emotions

Language to use when we see a child is dysregulated:

- "I can see"
- "I understand"
- "I wonder if"
- "Maybe"
- "It looks like"

Step two: Validating feelings

Validation of feelings – empathise and relate.

- "I can see you are angry because"
- "I can help you when you're ready"
- "How can I help you?"

Step three: Pause

Take up time

Step four: Reflection on behaviour

Discuss the behaviour and consider the need being communicated.

- Follow British Values- school ethos rules
- "I could see " "I think you "
- "I could see that you were angry but your actions hurt another person"
- "The actions you used/ made…"

Step five: Problem solving WITH the child

Discussion and restorative conversation with all parties affected following the repair script.

Repair Script:

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. "Who has been affected?"
4. "How have they been affected?" It is important that the child considers others and the impact of their behaviour.
5. "What do you think about what happened now?"
6. "What should we do to put things right?" This may not always be an apology as a forced apology is worthless.
7. "How can we do things differently in the future?"

Consequences:

At Hamp Nursery and Infants School, consequences are not arbitrarily imposed. Instead, they are part of a collaborative process.

Restorative consequences focus on repairing harm and should always directly relate to that harm. Fostering responsibility and accountability for behaviour is the foundation of our relational policy. Consequences can range from behaviour reflection sessions to restitution. Immediate logical consequences must always have restorative intent. The consequences should be thoughtful and intentional to avoid being either punitive or permissive. Our relational approach works in tandem with fair and equitable consequences, to help focus on understanding and addressing the root causes of behaviour, rather than relying on punitive measures.

Consequences for negative behaviours	**Consequences for serious negative behaviours**
All teachers will follow the stepped boundaries in the first instance. If additional, relevant consequences are needed, they may include: • Moving seats within the classroom. • Picking up resources that have been thrown. • Completing their unfinished work during their break or lunch time. • Movement breaks. • Reflective conversation. • Given time out of class to regulate behaviour. • Missing part of playtime with the class teacher. • Time out in another class.	• Conversation with a member of SLT. • Meeting with the parent/carer. • Conversation with the head teacher. • Pastoral support. • Involvement of outside agencies. • Internal suspension. • Fixed-term suspension.

In the event of an extreme incident and cases where there is repeated serious negative behaviours displayed, school suspension may be the logical consequence. Although never desirable, the school needs to consider the safety of all pupils and

staff as well as consider deterrence for extreme negative behaviours. However, when a student returns, a restoration meeting is held which will include the pupil, their parent/carer, Headteacher, SENDCO, Home school liaison worker and the class teacher. The purpose of such a meeting is to reintegrate students back into the school community by addressing any unresolved issues and rebuilding trust. Questions asked in this meeting may include: What has changed since we last met? What are your hopes for your return to class? What might success look like moving forward? What do you need to succeed? Suspension may be necessary, but reintegration afterward is essential. In holding such a meeting, self-management is reinforced and accountability is fostered.

In some incidents, outside agencies, such as Behaviour Support Services, Children's Social Care and Educational Psychologists should be referred to if it is felt appropriate (in consultation with the Headteacher and Special Educational Needs Co-ordinator).

It is the school's policy only to exclude as a very final resort - after all other forms of behavior management have been unsuccessful and all other avenues have been exhausted. In this instance, the process set out by the Local Authority is to be followed and the full support of the Chairperson of the Governors is to be sought.

Physical Intervention:

Where there is an immediate risk of injury, or damage to property, staff members may have to intervene straight away. For example, to prevent a child running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something. Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary.

Before intervening physically staff should, wherever practicable, instruct the pupil who is misbehaving to stop and explain what will happen if he/she does not comply. The member of staff should continue talking to the child throughout the incident and should make it clear that physical contact/restraint will stop as soon as the child is calm.

Staff should remain calm and should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

In the event of a child having to be taken from a parent on entry to school/classroom (e.g. if a child is refusing to go into his/her class) a member of staff may intervene but should ask the parent/carers permission before taking hold of the child's hand/arm.

Physical intervention must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.
- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity

The definition of reasonable, proportionate and safe practice can change and evolve. This will be kept under review.

Restraint:

Where there is no immediate risk to safety, staff members should consider carefully whether, and if so when, any form of physical intervention is appropriate at all. Restraint is never appropriate and never used except to protect and keep safe either the child, other children or staff members.
In any case, staff should always attempt to deal with a situation through other strategies before using restraint.
Before using physical interventions, all staff will ensure they take effective action to de-escalate and reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for students to stop.
- Reminding the student about rules and likely outcomes.

- Removing an audience or taking vulnerable students to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort students to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.
- Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe".

Recording

All incidents where a Team teach hold/restraint was used must be recorded as a Safeguarding event following school policy. Within these recording strategies, all details must be recorded within 24 hours of the incident and signed by the staff involved and the DSL. Parents will receive a full account of incident and a copy of the report. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring. Any injury/harm to staff or children involved in an incident must be reported on My Concerns. A Behaviour Incident Report Form (ABCC) as soon as possible afterwards if appropriate.

Records should include:

1) The name(s) of pupil(s) involved and when and where the incident took place
2) The names of any other staff or pupils who witnessed the incident the reason that restraint was necessary (e.g. to prevent injury to the pupil/another pupil/member of staff)
3) How the incident began and progressed, including details of the pupil's behaviour, what was said (i.e. language used) and what was done to restrain the pupil.
4) The pupil's response and the outcome of the incident
5) Details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property

Recording these details may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful in the event of a complaint.

.

Bullying (Child on Child Abuse):

Every Pupil Has The Right To Feel Safe And Secure Whilst At School

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

There are many definitions of bullying but in most cases, it is considered to be:

1) Deliberately hurtful behaviour (including aggression), which aims to hurt, threaten or frighten someone.
2) Repeated over a period of time.
3) Difficult for victims to defend themselves against

It can take many forms but the three main types are:

1) Physical: hitting, kicking, taking belongings
2) Verbal: name calling, insulting, making offensive remarks
3) Indirect: spreading unkind/hurtful stories about someone

Pupils' understanding of bullying varies with age. Young children confuse bullying with fighting and nasty experiences generally, while older children develop a more mature understanding. However, we believe that all children have the right to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults to ensure that this takes place in a caring and protective atmosphere.

At Hamp Nursery and Infants School we take this kind of behaviour very seriously. We ask parents to inform the school immediately if they have any concerns or if their child is experiencing difficulties. All reports are followed up and monitored. We are determined to create a secure and safe environment for pupils who are in our care. We believe that it is important that children can be confident in the knowledge that they will be protected from bullying behaviour. We will do all that we can to ensure that this is the case.

The school approach to bullying will include:

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

1) Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
2) Building a positive ethos based on respecting and celebrating all types of difference in our school.
3) Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
4) Having a positive ethos that all pupils, staff and parents understand.
5) Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programs, circle time, peer mediation and playground buddies.
6) Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
7) Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
8) Provide assurances to child that concerns have been listened to and action will be taken.
9) Consider who else is involved and what roles they have taken.
10) Send clear message that the bullying must stop.
11) Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.

Procedures to deal with bullying:

1) We will remain calm as reacting emotionally may add to the bully's fun and give the bully control of the situation.
2) We will take the incident or report seriously.
3) We will take action as quickly as possible.
4) We will consider the pupils involved and decide the actions needed.
5) We will reassure the children involved to ensure they do not feel inadequate or foolish and offer concrete help and support.
6) We will discuss the undesirable behaviour and look for solutions to support all children involved.
7) We will encourage the bully to see the victim's point of view.
8) Bullying will result in consequences but staff will be careful to ensure they do not react aggressively or punitively.

Involving others:

Staff will:

1) Inform the Headteacher, all teaching staff and appropriate non-teaching staff.
2) Inform colleagues if the incident arose out of a situation where everyone should be vigilant (e.g. unsupervised toilets).
3) The Headteacher may seek to inform both sets of parents of the incident and to reassure all that the incident will not linger on, or be held against anyone (e.g. through reminders from staff).

Complaints procedure

At Hamp Nursery and Infants school, we strive to ensure an equitable and robust system to dealing with behaviour, through our understanding of child development, SEND, trauma informed approaches, Adverse Childhood Experiences and our own emotional regulation.

We recognise that there may be times when parents or carers are uncertain or concerned with events that may have happened in school, as relayed to them by their child. Out of context, all events and outcomes may not be entirely clear.

Often this can be cleared up through a full understanding of the events that took place in school.
School staff should always inform parents of any incidents of continuing negative behaviours (unless agreed on pastoral plan that this is not to be communicated daily), and all serious negative behaviours. ALL incidents that may result in physical intervention restraints, time-out in another class or space, or where another person has been hurt should be communicated appropriately.

In the first instance, if concerned, parents should speak to their child's class teacher.

If necessary, following this discussion, they should arrange an informal meeting with the Head or Deputy Head, or inform them by email, to express their concerns. The Head or Deputy will explore the concerns and report back to parents within 48 hours.

Should this still not be satisfactory, parents should then follow the complaints procedure – Details of the complaints procedures are on the school website, in the Policies section of the Key Information tab.

Policy approved and signed by Headteacher
 Mrs Mary Weatherburn 15.07.2024 Reviewed September 2025 – no changes.

Policy approved by Governors. Signed by Chair of Governors on behalf of the Governing body
 Mrs. Michelle Martin 16.07.2024