

Behaviour and Anti Bullying Policy January 2026

Principle

We recognise the importance of providing a safe, friendly, happy, secure, orderly environment in which learning can take place. We are committed to providing a positive environment based on tolerance and mutual respect, where all our children can learn in a calm atmosphere free from oppression and abuse. Bullying is an anti-social behaviour that could happen anywhere and would affect everyone. We believe that learning how to behave towards others is a particularly important part of school life and will be taught explicitly within a curriculum with a clear routine and high expectations for all.

Good behaviour is reliant on:

- Effective relationships and a partnership between parents, staff and children.
- Clear, high expectations for all including children having high expectations of themselves.
- Children having good communication skills enabling them to understand the expectations, make their views clear and understand the views of others.
- All children to understand that people think and act different to each other and that tolerance and acceptance is vital to building a positive community.
- All children understanding their own needs and strategies to help them remain regulated and be at their brain best.
- An understanding that all types of bullying are unacceptable at our school and **WILL NOT** be tolerated.
- All children should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

We expect all adults to act as positive role models, co regulating and supporting children to be reflective, responsible and respectful to all.

Intent

Our aim is that all children achieve their true potential and everyone feels safe and is safe. As a school we take bullying seriously and children and parents should be assured that they will be fully supported if an incident of bullying is reported.

In addition, we aim:

- To prepare children for future responsibilities, opportunities and experiences.
- To increase self-esteem so the children are confident to tackle challenges.
- To value everyone equally enabling them to become independent and confident members of the community.
- To equip children to demonstrate high levels of self-control, problem solving, negotiation and decision-making skills.
- To teach children to understand how their brains work to empower them to take control of their learning and emotions to be at their best.
- To identify and support children with gaps in their development ensuring they understand their emotions and interaction with others.
- To ensure all pupils, parents, staff and governors should have an understanding of what bullying is
- To make sure all stakeholders should know what the school policy is on bullying and know what they should do if bullying arises.

Impact

It should be evident that;

- There is consistent positive feedback when children demonstrate good behaviour.
- There is clear set of school rules understood by all the children.
- There is recognised hierarchy of sanctions/ consequences which are consistently applied when behaviour expectations are not met.
- There are clear links between our behaviour management policy and personal development learning.
- Children being supported to self-regulate, evaluate and modify their own behaviour.
- Children are confident in knowing what bullying is and what to do if it is happening.
- Children feel confident in supporting their peers and challenging any behaviour that may lead to or be bullying.

Stakeholders' roles

Parental Support

We strongly believe that working in partnership with parents regarding children's behaviour is the key to success. This involves keeping parents fully informed of any difficulties or concerns and encouraging support between home and school at all times. We expect parents to support the school's expectations of behaviour helping to create a positive ethos based on mutual respect, tolerance and a strong understanding of the school rules and routines.

We expect the parents to

- Ensure that their child attends school regularly, punctually, well rested and in good health.
- Inform the school before 9am with the reason their child is absent from school.
- Make sure their child is not late for school in the morning and is collected punctually at home time.
- Ensure their child arrives at school wearing the correct uniform and bringing the necessary equipment.
- Encourage their child in all aspects of school life and support participation in all school activities.
- Encourage and support their child's learning at home.
- Attend parents evening and participate in discussions concerning their progress and attainment.
- Supporting the behaviour policy, helping children regulate their own behaviour and display self-control.

It should be noted that the parents should model respectful interactions with the staff. **Any abuse towards staff or other parents will not be tolerated.**

Staff

All staff and governors at Eling Infant School and Nursery are aware of the need for a whole school approach to Behaviour management and the prevention of bullying

- They will have high expectations of behaviour.
- All adults in the school community will act as role models to the children.
- They all share responsibility for the wellbeing of the school community.
- They listen to children when they are willing to talk about bullying and we are sensitive to a child's needs for privacy and respect.
- They will teach the children to understand their brain and empower them to take control of their learning and their emotions to be at their best.
- They will focus on supporting all children in building strong pro social and pro learning skills.

- They will follow the schools agreed actions linked to behaviour expectations.
- They will follow advice from our local primary behaviour support service including knowing about; the assault cycle, the super strategies and the de- escalation strategies see appendices.
- They will encourage all children in school to recognise each other's rights to: -
 - ❖ Be physically safe.
 - ❖ Be free of teasing and insults
- Inspire children to take responsibility for:-
 - ❖ Freedom from hurt by name calling and teasing
 - ❖ The security of their own or other people's personal possessions.
 - ❖ The physical safety of others.
 - ❖ Respecting different views of each other

Children

Keep our school rules so that everyone is able to learn and play happily and safely together.

Our school rules are

- We are kind and helpful
- We are honest
- We listen to each other
- We look after everyone and everything
- We do our best

Children will also be expected to:

- Reflect on their own behaviour and to regulate it to the setting.
- Support others in school and as well as in their class.
- Tell a trusted adult if they are worried or are having difficulties.
- Be actively engaged and increasingly independent in their learning both academically and for the social emotional development.
- Contribute to class discussions voicing their own and respecting the views of others.
- Be resilient to face challenges and know that mistakes are part of the process
- Know the next steps in their learning
- Understand their behaviour and emotions and how their actions impact others.

Our school Rewards

Individually

Non-verbal praise e.g. A smile

Positive verbal praise e.g. Well done

Positive touch e.g. high fives

Go and show a teacher

Go and show head teacher

Shining assembly award

Attendance

Whole class

Rewards will be tailored to the individual classes

Team rewards

Class attendance

All rewards will be linked to growth mind-set and our learning friends.

Positive reinforcement

Shining certificates, these will be given by the class teacher for various reasons linked to our learning friends, resilience, resourcefulness, being reflective, bravery and making good relationships. These will be recorded by the class teacher

What we expect at specific times of the day

Lunch Time

- No children in the school hall- unless pre agreed and part of a plan for that child
- Children will not eat in classrooms unsupervised

Play times

- No children in the school hall or classrooms – unless pre agreed and part of a plan for that child
- The bell will ring and all children will freeze the second bell they will walk in the double blue back door or their classroom doors.

Start and end of the day

- Parents must walk their children around the school to their door
- Parents will leave their children at the door.
- No parents will walk down the hall and out the front they must go back round the way they came – this will be challenged if they try and explained that it is about keeping all children safe.

Trips and offsite activities

All children will be involved in external activities and the same behaviour expectations and support will apply. It should be noted that while we are an inclusive school and will do all we can to include every child safely our duty of care overrides issues of inclusion. Where the safety of the child, other children or staff cannot be reasonably guaranteed the children will not take part in the trip.

To ensure this only happens in the rarest of occasions:

- We will make reasonable adjustments to ensure all children can take part in activities outside the school classroom, including school trips.
- The school will consider all *reasonable* resources to put in place to ensure inclusion
- We look for parental support to ensure inclusion at all times, including not unreasonably asking if it's possible for a parent to be available (not necessarily supervising at all times though ...)
- As a last resort we will do our best to offer alternatives if we feel we cannot ensure safety
- In the final analysis our duty is to the safety of all the children on the visit

Beyond the school gate

Teachers will support children to change their behaviour if they misbehave while:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or if they misbehave at any time, whether or not the conditions above apply, which:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only support and discuss with the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Initial support

We will support children with

- Positive reinforcement and praise.
- Distraction and redirection.

- Children are to be encouraged to resolve problems or disagreements together where appropriate.
- Teaching the children to understand physical and emotional learning needs effects on themselves and others around them so they learn to learn and play at their best.
- The necessary skills to talk about feelings etc. will be developed in Circle Times, through our P4C curriculum, through My happy mind (Social and Emotional Learning) activities in class, collective worship, during ELSA (Emotional literacy support assistant) 'time', thrive support plans and Nurture group sessions.

Sanctions

If a child still does not follow a school rule, sanctions will be applied. All sanctions are to be appropriate to the behaviour, to the age of the child, their situation and their needs.

- Non-verbal cue
- Verbal instruction with a visual cue (signing) about what the child should be doing.
- A verbal warning again being very clear about what the child should be doing and explaining what will happen if they don't follow the instructions.
- There will be a change of adult.
- There will be a change of room.
- The child will be supported by SLT
- The child's parents will be informed
- There will be a follow up discussion to reflect on what happened, why and what could be done differently next time.

The following are a list of unacceptable behaviours, which would result in the child being referred straight to the Head teacher or SLT when taking into account the child's maturity and needs. Physical aggression: - kicking, punching, spitting, scratching, hair pulling, biting, throwing, swearing, threatening behaviour or bullying behaviour.

Exclusions

We will follow the guidelines from Hampshire and the DFE which states Headteachers may use exclusion as a way of managing the behaviour of pupils. It is also used as a way of giving clear messages to the pupil involved and the whole school community that certain kinds of behaviour are unacceptable.

Government guidance says that your child should only have been excluded: in response to serious or persistent breaches of the school's behaviour policy **and** where allowing them to remain in school would seriously harm the education and welfare of your child or others in the school Government Guidance is contained in a document called Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement and can be found at

<https://www.gov.uk/government/publications/school-exclusion>

Further advice and guidance

The Inclusion Team at the local Children's Services office

- Exclusions Guidance: 01962 876311
- County Inclusion Officer: 02392 441527

Special educational needs

SENDIAS (Special Educational Needs and Disabilities Information Advisory Support Service)

offers parents advice and support on special educational needs issues

Powers to use reasonable force

Members of staff have the powers to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. (see Use of reasonable force – advice for school leaders, staff and governing bodies’

For more information, please see our **restrictive physical intervention policy Jan 2024**

This policy has been written in line with the documents

Behaviour and discipline in schools – Advice for head teachers and schools staff February 2024 DfE

Use of reasonable force – advice for school leaders, staff and governing bodies July 2013

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026 DfE

All staff have been trained in de-escalation training provided by Hampshire Education Psychology. If restrictive physical intervention is needed it will be carried out by SLT and will be recorded and reported in line with guidance.

Screening and search

There are two sets of legal provisions which enable our staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) **Power to search without consent**

For more information see the Searching, Screening and Confiscation Advice for schools July 2022.

Multi agency approach

We understand that a joined approach to behaviour is really important. This can include seeking advice from outside agency’s including: Educational Psychologist, CAMHs, Area Incos or the Primary Behaviour Service. Parents will always be consulted before outside agencies see individual children. We will also seek advice if the child’s behaviour meets the criteria for statutory assessment or additional support. Again, this would always be done in conversation with the child’s parents.

Bullying

Definition of Bullying

Although there is no legal definition of bullying when we are discussing it we are using the definition found on the DfE website <https://www.gov.uk/bullying-at-school/bullying-a-definition> it defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

What is not bullying?

It is important to understand that bullying is not the occasional falling out between friends. Bullying is an act that is done several times and on purpose.

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a disagreement

Whilst these incidents can cause distress it is an important part of children's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop the social skills to repair relationships.

Intent

We aim to increase the understanding of children, parents, and staff by raising awareness about the issues of bullying.

As children feel safe to talk about bullying, we are aware that they are more likely to report incidents to adults, expecting some helpful intervention. This may mean that there might be an increase in the number of times staff are asked to respond, even though there may be less bullying.

These examples demonstrate how we promote anti bullying in school:

- The promotion of children's self-worth and self esteem
- Strong school ethos where bullying is not tolerated
- Good communication both in school and between parents and staff
- Assembly themes around friendship, conflict, power, love and sharing
- The use of stimuli writing, artwork and music
- Positive praise for behaviour and successes
- A consistent whole school approach and ethos
- An awareness off 'trouble hot spots' such as lining up and the toilets
- PSHE and circle time programs around friendships and bullying
- P4C sessions
- School rules and class charters
- Well supervised playtime and lunch time with planned activities
- Playtime buddies
- Parent information around e-safety and cyberbullying
- Individual Education Plans for children with Special Educational Needs and Disabilities
- Use of trained Teaching Assistants – (E.L.S.A.)
-Emotional Learning Support Assistants
- Ten top strategies to stop bullying
- Anti- bullying week each November in school.

Example of approach if bullying is happening

The intent of any intervention are -

- To make the victim feel safe.
- To encourage better behaviour from the bully.

Implementation

- When it becomes apparent that bullying has happened an adult appropriate to the child will talk to the victim about their feelings. The adult will encourage the child to talk about the incident and will need to know who was involved.
- The adult will arrange to meet with the children involved. This may include some bystanders who joined in but did not initiate the bullying. Senior management need to be informed at this stage. The incident will be recorded and parents will be informed.
- Parents will be invited to discuss the matter with the Headteacher and, in some extreme cases; children may be excluded for a fixed term from school.
- The adult will ask the children to reflect about the way the victim is feeling. The use of a poem, piece of writing or a drawing or photograph, may be used to emphasise the distress caused. This can include conflict resolution between the victim and the perpetrator.

- Each member of the group will be encouraged to suggest a way in which the victim could be helped to feel happier.
- After an appropriate, agreed time lapse, the teacher discusses with each child individually, including the victim, how things have been going. This allows the adult to monitor the bullying and keeps the children involved in the process.

Overseeing this policy

The success of this policy will be reviewed and monitored by the Headteacher, all staff and Governing body. We will:

- Monitor the number of reported incidents and follow county guidelines and send an annual survey.
- Monitor whether incidents are dealt with efficiently and do not reoccur.

Discrimination

Any incident which could be considered as discriminatory should be dealt with immediately and appropriately. The incident will be reported to the Headteacher. All parental parties will be involved. LA Guidelines will be followed.

All responses are fair and consistent and proportionate according to the age and needs of the pupil, together with any other special circumstances surrounding them.

All adults who come into contact with the children have a collective responsibility for behaviour management within school and are expected to carry out this agreed policy.

Support is given to all staff by colleagues and management when requested.

This Policy has been written in line with the Behaviour in school document published by the DfE February 2024

This policy should be read in conjunction with

- Safeguarding policy
- Child protection policy
- Single Equality action plan and policy
- British values statement
- Online Safety policy .
- Complaints policy
- SEND policy
- Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units.

Reviewed by Governors at the FGB committee: January 2026 **to be reviewed January 2027**

Appendix 1 - Our Approaches

The Empowerment Approach – Understanding the Brain

Teaching Behaviour and Supporting Neurodiversity

We understand that behaviour needs to be taught, just like any other aspect of the curriculum.

We are committed to:

- **Teaching Behaviour:** Explicitly teaching the behaviours we expect to see, using a variety of methods including modelling, role-playing, and positive reinforcement.
- **Recognising Neurodiversity:** Acknowledging and valuing the diverse neurological make-up of our pupils. We provide tailored support to help all children understand and meet behaviour expectations.
- **Supportive Environment:** Ensuring that staff are equipped to understand and respond effectively to pupils' struggles, fostering a supportive and inclusive environment.

We believe that helping pupils understand how their brain works is essential for their personal development and well-being. By teaching children about their brain, we empower them to take control of their learning and emotions, and to be at their best with the right support. We are beginning to use the Empowerment Approach by Kit Messenger, which focuses on training the brain and incorporating healthy doses of activities that promote brain health.

The Empowerment Approach by Kit Messenger is a framework that helps children understand that their brain is like a muscle that can be trained and strengthened. This approach teaches pupils that they have the power to influence their brain's development through their thoughts, actions, and habits.

Key Concepts

Neuroplasticity: Pupils learn that their brain is constantly changing and adapting based on their experiences and learning. This concept helps them understand that they can improve their skills and abilities through practice and effort.

Growth Mindset: We encourage a growth mindset, where children believe that their abilities can be developed through dedication and hard work. This mindset fosters resilience and a love for learning.

Healthy Doses: We teach pupils about the importance of incorporating healthy doses of activities that support brain health, such as physical exercise, proper nutrition, adequate sleep, and mindfulness practices.

By integrating the Empowerment Approach into our curriculum, we aim to help pupils understand their brain and how to take care of it. This knowledge empowers them to make positive choices, develop resilience, and achieve their full potential. Through consistent practice and support, we strive to create an environment where every child can thrive and succeed.

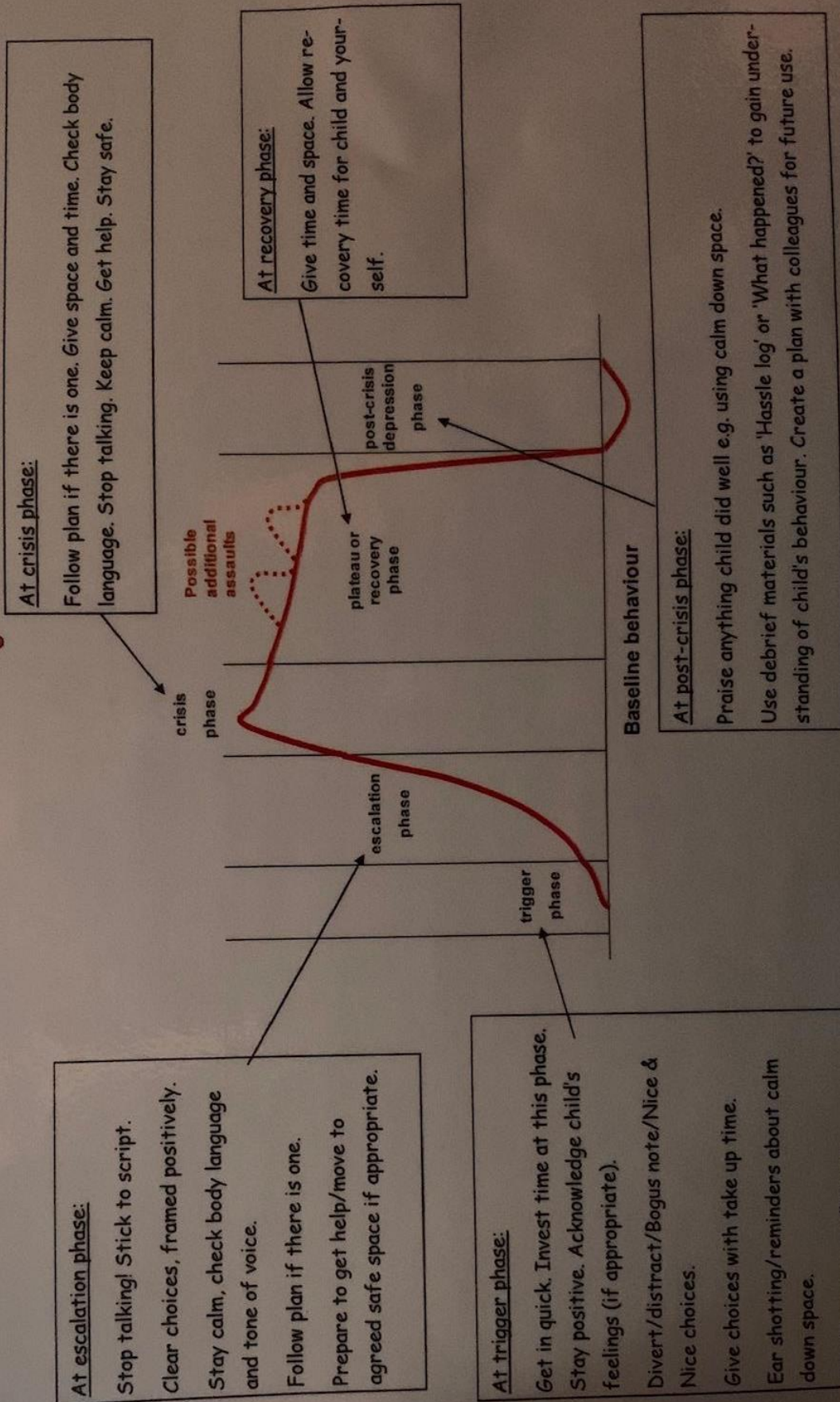
Thrive

The Thrive Approach applies the latest research about neuroscience, attachment, creativity, play and child development.

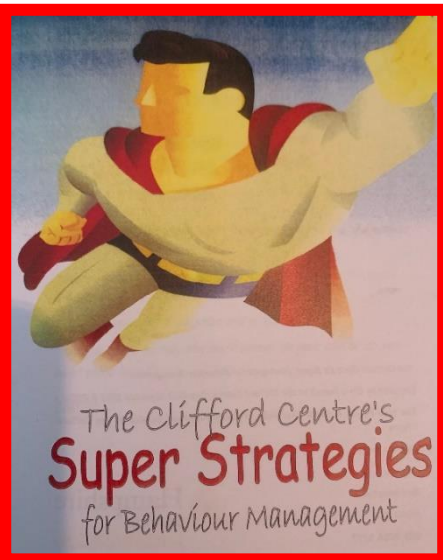
Our sense of well-being relies on us being safe, feeling special and having our needs met. These things are the foundation of a good internal “stress management system,” meaning that we can be resilient and able to calm down quickly after experiencing powerful emotions rather than reacting explosively.

Thrive Practitioners are specially trained to help children to express their feelings safely through arts and play, to recognise a range of emotions, to develop a good stress management system and to support any children who have gaps in their development that lead to inappropriate or unsafe behaviours. This intervention can be carried out 1-1, in small groups or with a whole class depending on need.

The Assault Cycle



Appendix 3 - Clifford Centre Super Strategies



Ear-shotting

Speaking aloud within the child's ear shot



This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room within the child's ear shot.

[Child reluctant to start task] "Mr W, Zac has worked so hard this morning. When he's done his two sentences I'm going to let him go on the computer"

[For a child who rises to challenges but is reluctant to start] "Mrs P, I think this is actually Y3 work, so it might be too difficult for Lucy, I will see how she gets on"[With the right child, this can be highly motivating. This also gives the child permission to fail, and therefore the child may be more willing to give it a try!]

[For a child who is under the table and not complying] "Miss T, I'm going to give Connor a few minutes to calm down. He can always come over and see me if he needs to"[This gives the child a way out without direct confrontation].

The Nice and Nice

Win-win choices



[Child reluctant to start task] "Are you going to use the red or the blue pencil?"

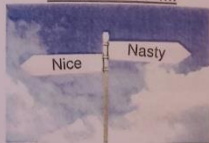
"Where are you going to sit, on the blue table or in the quiet area?"

"Shall we start with question one or question two?"

"Are you going to tidy the book corner on your own or do you want some help?"

The Nice and Nasty

Either ... Or ...



[Using matter of fact, non-emotive tone of voice] "Either it's finished now or it will have to be finished during lunchtime"

"The book corner will need to be tidied up now, or during choosing time"

Take Up Time

Give instruction then walk away



This sometimes works well with *The Thanks, Not Please*. It gives the pupil time to comply.

Confidently give the instruction, turn and walk away (or give your attention to other pupils)—with the expectation that the pupil will comply.

Please see SENCO for a hard copy of this document or more information.

The Bogus Note

The Ultimate Distraction Technique



[Brandon is becoming unsettled. You can see his behaviour is beginning to escalate. You think a little wander may do him good!] "Brandon, can you take this note to Mrs Shears please?"

Used sparingly, this can be very effective. Use for those times when the child's behaviour is rumbling. If you get in early, this can prevent crisis level behaviour. It could also be a special job etc.

Don't say Don't

Frame instructions positively



Don't give the child ideas by telling them what you don't want them to do! Try this especially when restating rules:

"Walk in the corridor, thank you" rather than "Don't run!"

[Lining up for assembly] "In our class, we stand in line without touching our friends"

[Children calling out] "In our class, we put our hands up and wait"

The Thanks, not Please

"Name ... Instruction ... Thanks"



Say please too often and you may sound like you are pleading! Try "name ... instruction ... thanks"

[Holly is fiddling with her toy] "Holly, in your pocket, thanks"

[Billy has arrived wearing a hat] "Billy, hat off, thanks"

[Alfie is calling out] "Hand up and wait, thanks"

The thanks implies you expect the child to comply

Proximity Praise

Find someone nearby (anyone!) who is complying



[You are waiting for the class to settle. Natasha is talking. Next to her, Matthew is sat patiently waiting.] "That's really quiet sitting Matthew. Thank you!"

"Matthew's ready, Kelly's ready, George is ready. Just waiting for one more"

Use Conditioner

"When ... Then ..."



"When I can see everybody sat down, then we can go out to play"

"When your hand is up, then I can answer you"

"When you are sat in the blue chair, then I can listen"

The Never Say No

"Yes, as soon as ..."



Sometimes we have to say "No" but for those other occasions, try this: "Yes, as soon as you have ..."

"Can I play in the sand?" "Yes, as soon as you've finished your letters"

"Can I go on the computer?" "Yes, as soon as you've finished the next two questions"

Pause for thought before acting

Stay calm

Keep your own emotions in check

Don't be afraid to ask for help

Check your body language

Stay positive



Give space

Remember ...

Allow time for your own recovery
You're human too!

Keep perspective
Think of something nice!

Use change of face when you need to



Tactical Ignoring

The "I can't hear or see you!"



Tactical ignoring is choosing not to attend to an unwanted behaviour and works well when combined with Proximity Praise.

[Child calling out] *"Miss, Miss, Miss!"* [Adult ignores]

"Thank you for putting your hand up Steven"

"Remember everyone, it's hands up to get attention"

[Immediately attend to child as soon as they put up their hand]

Don't Lose Face

The "Ask Permission Before Doing"



With impulsive children it can be hard, initially, to stop them doing the things they want to do. In these situations, e.g. when Emma goes to run off to collect the fruit from the office before asking, it may be worth trialling this strategy.

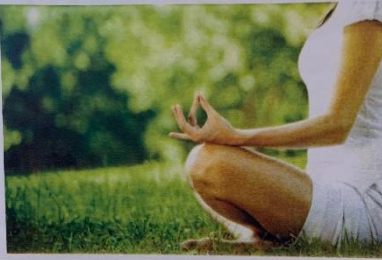
"Emma. Back to the carpet. Hand up. Ask first ... Thanks"

When Emma asks permission, the adult says, *"Yes, thanks for asking"*.

Initially (where appropriate) try to say yes as much as possible so that Emma gets used to the idea that asking permission gets her what she wants. This is one step towards regulating impulses, in that it can be used to bridge the gap between saying no outright (and then the child doing it anyway), to yes but only with my permission. If used carefully, this can prevent the adult losing face.

Appendix 4. Clifford Centre De-Escalation Strategies

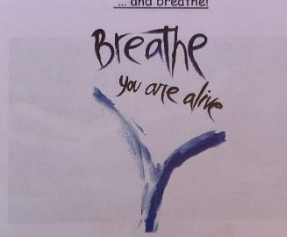
Please see SENCO for a hard copy of this document or more information.



**The Clifford Centre's
Little Book of
De-Escalation Strategies**

Take a pause

... and breathe!




Take a pause ... and breathe!

When we become stressed, our breathing becomes shallow and rapid. Taking long, slow and deep breaths will calm your body and help to engage your thinking brain. We need this in order to respond rationally. Remember that, if the situation is stressful, you will be going against your natural fight-flight responses so this takes training and perseverance.

Relax your body

... and open




Check your body language

Try to relax your body, unclench your fists, open your palms and avoid standing square on to the child. Maintain a neutral facial expression.

Stay positive

... and avoid making demands




Use positive language

Try to offer win-win choices, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which may distract or upset you.

Phrase requests positively rather than negatively, for example:
"When you are in your seat, I can help you", rather than, "Stop pacing and get back to your seat!"
"The quiet room is available," rather than "Stop arguing with me"
 Use words and phrases that de-escalate, rather than demands, such as:
"It seems like ...", "Let's ..."

Acknowledge feelings

... and show you are listening




Listening

Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation, for example:
"It must be really difficult for you ... thank you for letting me know"

Follow the plan

... and stick to it rigidly




Consistency

If a child has an individual support plan make sure you know what it says and, where possible, follow it to the letter. Consistency and predictability from all adults is vitally important and can help the child to feel safe and secure.

It's important that all staff follow the designated plan and then review afterwards whether it needs adapting.

Check your tone

... and your voice




Check your tone of voice

Lower your voice and keep your tone even. It's hard for a child to have an argument with someone who is not responding aggressively.

Try to use a neutral, business-like, non-emotional voice to respond to the child.

Give space

... and time




Proximity and take up time

Check your proximity to the child. At trigger stage increasing adult proximity can sometimes help. During escalation and crisis stages giving space tends to be most effective.

Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

stop talking

... and stick to the script



Know when to be quiet!


At trigger stage reassuring the child and offering to listen can be very helpful. However, at escalation phase a child is preparing to fight or flight. Talking at the child is almost certainly more likely to make things worse not better! And at escalation and crisis phase the child will probably not be able to process what you are saying anyway.

So ... stick to minimal language, stating what the child needs to do, or the choices you are offering.

Having a script that all adults use is even better!

Keep calm

... and carry on (or seek help from colleagues)




Keeping calm

Try to remain calm, but if you can't, seek help from colleagues.

"Calm can be just as contagious as fear and must be communicated to the child ..."

Things to avoid



- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Try not to be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.
- Avoid shouting and screaming!

Appendix 5. Practical strategies to stop bullying

10 practical strategies to stop bullying

As advised and elaborated by Dr Emily Lovegrove in her book "Help! I'm being bullied"



1. Bullying?

Is it teasing or bullying? It doesn't matter – if it distresses someone, it needs sorting out.



2. Stop and think

What do you want to be the outcome of this sorting out? Scoring points or something positive?



3. Self-motto

Changing a negative to a positive self-motto raises self-esteem and affects how others respond.



4. Other-motto

Including positive feelings about others also raises self-esteem. It reminds you that you have the power to change your feelings and it affects how others respond.



5. Distraction

In a no-win situation try to ignore what has been said or done by someone, but not ignore them. Talk about something different.



6. Humour

Being able to laugh at yourself now and again can help the situation. Sarcasm is not helpful.



7. Friends

We all need them. We are less likely to be picked on when with friends and they support us when we are down. Making friends takes practice.



8. Appearance

How we look matters to us. We need to feel we fit in. We need to look as if we treat ourselves with respect.



9. Flattery

People usually like a sincere compliment. People who bully often feel insecure in some way, so saying something nice to them gives them positive attention and makes them feel better.

10. Reward



Be tiring using the positive personal power required to address the negative power of bullying, so reward yourself for all your positive effort. Give yourself treats which give you energy e.g. good food, exercise and sleep