In the eyes of God, every child matters, every moment of every day

Buckden CE Primary Academy

Positive Relationships Policy

2022

PROSOCIAL RELATIONSHIPS POLICY AND IMPLEMENTATION

1. Introduction

Our relationships policy is based on an expectation of good behaviour and positive relationships within a secure, caring and inclusive environment supported by a therapeutic approach. In this policy, we will emphasise the ways in which we can foster such a prosocial atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our School community. We have chosen to call this a Relationships policy, because it is about all of our relationships, between all stakeholders of the school, and not just about those between pupils.

While other factors, such as pupils' home backgrounds, affect their behaviour, School-based influences are also very important. The most effective Schools seem to be those that have created a prosocial atmosphere based on a sense of community and shared values. Our school follows both the Thrive approach and the Steps therapeutic approach to supporting children. This is reflected throughout our relationships policy.

In order to achieve this, we need to be clear in our expectations and the methods we will use.

2. Principles

- Everyone should give and receive respect
- Everyone should be treated with courtesy and consideration
  Everyone has a contribution to make by setting a personal example
  Everyone should try their best in lessons and behave courteously
- Everyone is an individual and that individuality must be seen as an essential and important part of each person
- The prosocial aspects of an individual's personality should be praised and developed
  Any expectations of others will be reasonable and achievable
- Everyone should be treated with fairness and consistency of approach in all situations.
- Children should be taught how to behave and this should be modelled by adults around them

3. Achieving our expectations

Good communication is an essential ingredient of good discipline. It is by parents, staff and children talking and listening to each other that we can understand how each feels and the reason for certain behaviour. We believe that all behaviour is a form of communication and as such, we should listen and respond to what is being shared with us.

We will achieve expectations by making clear to all stakeholders what these expectations are and having a consistent approach, ensuring continuity. We will include all stakeholders in formulating rules to reflect the policy and we have consulted our pupils, staff, parents and governors when developing this policy.

4. Rights and responsibilities

Staff

Rights	Responsibilities
to be treated with respect	to ask for support when needed
to be supported by peers and managers	to offer support to colleagues and managers
to be listened to	to listen to others
to share opinions	to give opinions in a constructive manner
to be treated courteously by all members of the School community	to model courteous behaviour
to be made fully aware of the School's systems/policies/expectations	to recognise and acknowledge positive behaviour in others
to receive appropriate training to increase skills in promoting positive behaviour and regular attendance	to seek information and use lines of communication
	to support others in developing their skills in promoting positive behaviour and regular attendance
	to acknowledge areas of own skills which could be developed
	to try new approaches

Pupils

Rights	Responsibilities
to be treated with respect by adults and peers	to behave respectfully to others
to be safe	to attend School regularly
to learn	to be willing to learn
to make mistakes	to allow others to learn
to be listened to	to take responsibility for their own mistakes
	to allow others to make mistakes
	to give opinions in a constructive manner
	to listen to others

Parents/carers

Rights	Responsibilities
• to be treated with respect • to be kept informed about their child's progress • to be listened to • to have access to information on the School's approach to behaviour and attendance • to have concerns taken seriously	• to behave respectfully • to make sure their child attends School regularly • to talk to their child about what he/she does in School • to talk to Teachers if they have any concerns about their child's learning or wellbeing • to listen to others • to absorb information and share concerns • to share concerns constructively

5. Promoting Prosocial behaviour

Whole-School level

All staff understand and demonstrate the School's core beliefs about behaviour Prosocial out-of-class behaviour is promoted by agreed routines and clear systems.   School assemblies and PSHE sessions are used to develop children's social, emotional and behavioural skills
Prosocial behaviour in corridors, playgrounds and dining hall is noted and celebrated Parents/carers are aware of, and contribute to, the School's prosocial behaviour ethos. There are clear, consistently used systems for dealing with antisocial behaviour.
There are opportunities for staff to discuss and contribute to the development of systems underpinning prosocial behaviour.
Expected behaviour is clearly stated and understood by all.

Classroom level

Adults model controlled, respectful verbal and non-verbal behaviours.
Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
Lessons are structured to be interesting and appropriately challenging.

Appropriate behaviours are taught and reinforced on a regular basis.

Children are taught the language of sharing and cooperation, choice and consequences Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.

There are clear classroom routines (eg for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.

There are classroom rules or a classroom charter, devised through discussion with children, which promote prosocial social and learning behaviours. Children sign up to these rules.

Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons)

Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers. There are clear systems, understood by all, for dealing with inappropriate behaviour. (See flowchart, Appendix 3)

Children are to be given opportunities to perform the desirable skill that they previously were not showing.

Adults use the pink clipboard to make records any of concerning behaviours as listed below.

Individual child level

All children's strengths are recognised and celebrated by staff.

Systems are in place for noticing and drawing attention to good or improved behaviour. There are systems which allow all children to be "special" at times.

Where a child experiences difficulties in developing or sustaining appropriate behaviour, there are systems which give additional support and attention.

In the everyday running of the School the children should be encouraged to:

- Model expected behaviour
- Move quietly around the School - always walk - stand aside to let others pass - hold doors open - lend a helping hand
- Always speak politely to everyone
- Respect other people by not hurting them or spoiling their possessions
- Look after each other – do not "tell tales" just to get others into trouble, but if a situation needs help, always get an adult.
- Listen to each other and adults and do not interrupt when others are talking. Wait patiently
- Take pride in their classroom and School, taking care of everything around them Assume and enjoy the responsibilities they are given, treating them with the respect they deserve
- Remove themselves from potentially difficult situations
  Developing self-discipline is the ultimate aim
- Feel able to ask for help and advice
- Clear non-negotiables shared with pupils as part of our expectations for positive behaviour (drawn up by staff and pupils together)

Our Agreed Approach

The objectives of our policy are to encourage prosocial behaviour and discourage and not give attention to anti-social behaviour. As Teachers and adults in School, it is our responsibility to ensure that our own and the children's expectations become practice. Constant awareness and interpretation will help to make the expectations an implicit part of our School ethos. All staff understand that all behaviour is communication; it is up to us to listen to and evaluate what that behaviour is telling us, and therefore how best to support it.

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In order for our policy to succeed we need to:

- Spend time every day building prosocial working relationships

- Provide consistent, clear and prosocial encouragement for good behaviour

- Be clear in our expectations of behaviour, ie high standards of order, organisation and presentation

- Make each learning session a "fresh start"

- Take account of the individual needs of the children

  With the children, discuss and agree our rules

- Involve parents

- Be consistent

- Regularly exchange information about children so that all staff catch those experiencing difficulty

- Make a clear set of whole School ground rules to display in each class and around the building

- Children will sign this agreement to show support and give ownership

- Explicitly teach and explain what the rules mean in practice and our expectations of children

- Use PSHE, assemblies, circle time, etc. to discuss, model and practise good behaviour and raise pupils' self-esteem

- Try and make requests and instructions prosocial and not antisocial, eg "walk please" rather than "don't run"

- Encourage all families to read and sign the Home/School Agreement together at the start of the year and refer to this throughout the year.

- It is important for all staff to teach and model appropriate behaviour

  When pupils behave appropriately this should be noticed and praised

- Early intervention and consistency with which rewards and consequences are distributed is essential

- Assess the reason for behaviour and decide outcome accordingly

- Lessons must be structured to be interesting and appropriately challenging

- Non-negotiables of behaviour expectations are included as an appendix to this policy (Appendix 4). These were written collaboratively with staff and pupils from School parliament and will be shared with all children and expected to be adhered to by all adults and children alike.

Out and about School

5.1 Playtimes

The adults on duty assume full responsibility for all pupils:

- Seek out children who may experience difficulty and talk with them briefly Be aware of potential "hot-spots" and try to diffuse them before they start
- Class Teachers should tell adults on duty of any pupils who have had a difficult session prior to playtime so an extra "eye" can be kept on them
- Maintain a high profile – be visible – staying in one spot(ish) makes it easier for us to find each other if we need to be found
- Deal with any problems as they arise
- Anything considered to be significant: - report to the Class Teacher, stating problem and action taken and - note the incident
- Notice those who find playtimes difficult
- When parents are also staff on duty can we endeavour to make sure children are dealt with by other staff when possible – especially at lunch times

Lunchtime provision for engaging in play

Activities will be set up and children allowed free-flow to join in, particularly for those struggling socially or with anxiety. A calmer space is designated in the quiet area of the playground to offer a place to regulate. Staff will be trained in Conflict resolution, and children in year 5 and 6 will be trained to support other children with minor difficulties at playtime.

5.2 Around School

- Talk to children you meet around the School – comment on and praise pleasing behaviour
- Remind children of the need to talk quietly etc. We each have a responsibility for all children, not just for those in our own class, as they move around the School
- Adults should model positive relationships throughout the school, with pupils and other adults alike.

5.3 Lunch times

- Lunchtime supervisors will assume responsibility in the knowledge that the Head or Assistant Head or named Teacher is around for support
- Class Teachers will tell supervisors of any child that has caused concern during the session prior to dinner time, so that a special "eye" can be kept on them
- Be visible at all times. There should always be someone for children to turn to. Supervision at lunch-time will involve at least two people for each playground Move around a lot so children can find you and all children remain visible Report any problems to the Class Teacher at the end of the lunch-time session
- Keep a written record/ Add to the record kept by the class
- Seek the immediate assistance of the Head Teacher or Assistant Head Teacher if any major behavioural difficulties arise
- Follow the behaviour flowchart (appendix 3)

5.4 Consequence options

The consequences applied will depend on the level of difficulty, frequency, etc.

Consequences are to be used as a teaching tool in two ways; to help the child learn the socially acceptable behaviour choice for the situation (also known as Educational Consequences) or until it is deemed safe for the child, or for the pupils around them to return to the activity where the issue took place (Protective Consequences). The socially acceptable behaviour choice will need to be explicitly taught and practiced with the child before reinstating the activity.

- Remove child from the situation into their partner class and discuss when both adult and child are emotionally ready through a restart conversation

- Contact with parents
- Individual behavioural strategies- recorded in an Individual Behaviour Plan
- Recording of major incidents in an incident book – action to be taken by the Head Teacher if there are several incidents reported; contact with parents, etc

5.5 Parental involvement

- Make every effort to attend consultation evenings
- Understand School policies and methods
- Alert the School immediately to any serious behavioural problems with their child Be prepared to come to School to discuss behaviour problems in the classroom Accept their share of responsibility for their child's punctuality
- Ensure that their child comes to School in suitable clothing and is equipped for games and PE
- Bring grievances to the Class Teacher, Head Teacher or a Parent Governor Always telephone or email before 9.15am if their child is absent from School.
- Support the school to implement any behaviour plans or strategies undertaken

6. Summary of Relationships Policy

6.1 The objectives of our policy are to encourage prosocial behaviour and discourage antisocial behaviour

6.2 Examples of prosocial behaviour are:

- working with others
- treating others with courtesy and consideration
  setting a good example
- giving your best in work and play
  truthfulness
- hard work
  good humour

6.3 Encouragement for prosocial behaviour will be:

- Recognition and praise by Teachers and parents
- Establishment of high standards of order, organisation and presentation
- Clear expectations and a shared understanding of them

   Examples of antisocial behaviour are:

- Stealing – taking the property of others
- Bullying – consistently targeted, misusing size, strength or words to hurt or intimidate others (see Appendix 1)

- Vandalism – damaging the property of others – Bad language – not thinking before you speak
- Truancy – missing School without good reason Lack of punctuality – bad timekeeping
- Distressed behaviours—shouting, running indoors, destroying resources and objects around them

Discouragement of antisocial behaviour will be: - Firm reminders of the boundaries of acceptable behaviour

- Consider the reason behind the behaviour

- For one-off incidents begin with a discussion with the class teacher

- For the few serious occasions or for children whose behaviour patterns cause concern, documentary evidence of each incident (date, time, place, details) to examine any patterns and/or triggers

- A behaviour plan or Risk Reduction Plan will be written to support the child where there is a pattern of behaviour.

- Use of positive scripts- phrases used to support the child who is distressed

6.4 SEND

Children with Special Educational Needs are subject to the same rules as all other children. The only difference may be in the way they are handled by the staff. Some children may be experiencing issues with their Social, Emotional and Mental Health. This could be a short term issue, perhaps caused by trauma, or longer term difficulties. This can present as distressed behaviours, or with internalising behaviours. For these children, the adult approach will be addressed in their 'one page profile', which outline specific strategies that are applicable to that individual pupil and /or a 'Behaviour Management' or 'At Risk' Plan.

For extreme cases in behaviour a risk management plan is drafted. This document is used and shared by any member of staff that could come into contact with the child. It is a guide on how to approach, talk with and deal with the child. This may include Educational

and/or Protective consequences. It is the responsibility of the class teacher to complete this, with support from the SENDCo and share it and it is the responsibility of all staff to become familiar with it.

6.6 **De-escalation** – All staff have been trained to follow a de-escalation script to help with children who are showing distressed behaviours. These will form part of the child's behaviour plan or Risk reduction plan.

7. Ideas for Prosocial Behaviour Support- Adult Approaches

- The look
- Stay calm
- Be consistent

- Be aware of your own behaviour

- body language

- tone of voice

- posture

- eye contact

- reframing prosocially physical proximity
- use of proximity praise

- invite, model and expect respect

- separating behaviour from the person

- allowing the consequence to do the teaching

- use private rather than public reprimands

- take pupils aside to focus on what they should be doing

- re- establish the relationship as soon as possible after restart

- avoid sarcasm or idle

- use pupil's name

- use rule reminders

- give a limited choice

- use broken record technique

- catch them getting it right

- put yourself in their shoes

- give take up time

- use partial agreements

- remember certainty rather than severity

- use least to most intrusive intervention

- use related consequences

- remember that all behaviour is a form of communication

- use prosocial language

- adopt the no-blame approach

7.1 Consequences

There will be clear expectation that pupils are expected to behave at School – any good behaviour will be praised but any antisocial behaviour will be supported.

In the first instance staff use praise of another pupil to emphasise that someone else isn't doing as they should, ie "Well done X for…. listening so well………sitting quietly…putting their hand up".

It will be recognised that all incidents will be treated on an individual basis, taking into account the personal circumstances of the child and the context of the situation.

Different circumstances and contexts should include age, maturity, home circumstances, risk factor of the child to others and themselves, level of intent, number of previous incidents and level of contrition. If an accident involves several children, staff will endeavour to be fair and consider all opinions. Consequences may be required in behaviour related or work related situations.

Consequences are to be used as a teaching tool to allow the child learn how to behave in a pro social manner- this may be an educational consequence where the child is taught and practices the appropriate behaviour for the context, or a protective consequence where it is deemed unsafe for the child to return to the activity until they are more able to respond in a pro social way. Both of these require explicit teaching and time to practice the appropriate behaviour response.

7.2 The Restart Approach

The School generally follows the Restart approach:

1. A discussion is held with the adult and pupil, to think about their actions, decide if they were inappropriate, why they are inappropriate and given a prosocial example of what they should be doing or could do next time. This will be a supportive conversation with a 'no blame' approach.

2. After the intervention and the offering of advice the pupil will be expected to get on with their work or play and have the opportunity to put into practice what they should be doing. If pupils do not know what they should be doing or are "stuck" with their work, this intervention will allow further Teacher/TA support. It may be deemed suitable to put into place a specific intervention to practice the prosocial behaviour before the child can be expected to do this independently.

7.3 Consequences at playtimes, lunchtimes, before or after School

Restarts: They may be removed from the situation/game to spend time alone or to calm down, sitting at the bench for a period of about 5 to 10 minutes and then approached again discussion about what happened and what they should do in the future occurs.

Sent in: if the behaviour warrants it, pupils may also be sent in to see a member of staff. (member of SLT)

After playtime and lunchtime, the staff on duty/lunchtime staff will report incidents to the Class Teacher

Loss of playtime: pupils may also have the consequence which removes them from the playground for a predetermined period of time as a protective consequence to ensure the safety of themselves or others (1 playtime to several days)

If poor behaviour persists, pupils may lose privileges or ultimately not be allowed to School events, activities or lunchtime sessions. (protective consequences) the will still be given opportunities to demonstrate the expected prosocial behaviour. Interventions will be put into place to allow the pupil to learn and practice the desired prosocial behaviour.

7.4 Consequences during lessons where learning has been interrupted or where anti-social behaviour has taken place

If a pupil chooses not to work, then on the second occasion the pupil will be told what the consequence will be if they continue. On the third occasion the Teacher will inform the pupil by using a phrase similar to: "You have chosen not to work so…."

In class: the pupil may then be moved to a quiet space and expected to finish the task within the room and this usually involves being seated on another table.

Another class: if required, the pupil may be escorted by an adult or child with work in another class for blocks of time, e.g. until the end of the session. The other Class Teacher will send the child back on completion of the work or when the child is emotionally ready to complete it in class.

This is known as a restart and is followed up with a restart conversation with the adult involved, discussing what happened and how we could have acted differently. This conversation is calm, non-blaming and constructive. See Appendix 3 for flowchart.

Neutral ground or Head Teacher: if a pupil's behaviour continues to be disruptive or threatening in class, the pupil may also be asked to take some time away from the rest of the class until he or she calms down and is in a position to work sensibly again with others. Any pupil removed should always be supervised by a TA or sent to a Head of School.

Finishing work: pupils may be asked to complete their work at other times and in other places during the School day. This could include in the library at lunch and play times. In such circumstances children would not be deprived of their lunch or toilet break.

Work may also be sent home to finish.

The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the Class Teacher will stop the activity and prevent the pupil from taking part until it is safe to recommence.

If a pupil threatens, hurts or bullies (see appendix 2) another pupil, the Class Teacher or supervising adult records the incident and the child receives consequences using the consequences outlined above.

If a child repeatedly acts in a way that disrupts or upsets others, the School will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend School free from fear. Please refer to the appendix 1 for strategies to support children who are victims of bullying or bully other children.

All members of staff are aware of the regulations regarding the use of force by Teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In case of severe or persistent anti-social behaviour pupils will ultimately not be allowed to School events/activities.

We will consult the County Exclusion Policy should there be need for exclusion.

8. Fixed-term and permanent exclusions

We ensure that exclusions only occur when all other options have been exhausted and are therefore left with the last resort. Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from School. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one School year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The School will inform the parents how to make any such appeal.

The Head Teacher will inform the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8.1 Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He or she also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. When necessary, the Class Teacher records repeated classroom incidents. The Head Teacher records incidents reported to him/her on account of bad behaviour. The supervisors always report incidents of antisocial behaviour and other problems to the Class Teacher.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently.

8.2 Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1 Anti – Bullying

Definition of Bullying

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying'

Bullying can be experienced in many forms, these may, but not exclusively include;

- racist bullying.
- homophobic or gender variant bullying.
- bullying of children who may be vulnerable to experiencing bullying behaviours (e.g. children with SEND, SLCN, EAL)
- cyber-bullying.

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Buckden CE Primary recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Bullying is recognised by Buckden as being a form of peer on peer abuse; children can abuse other children.

Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

As a school, we are undertaking the Anti-Bullying Quality Mark UK during the Academic years 2021-22 and 2022-23. As part of this work we seek to improve awareness and support for individuals who have been affected by bullying.

We have a Designated Mental Health lead who is also our SENDCo and Assistant Head teacher. Her name is Rebecca Bliss. She can be contacted for support with issues around bullying.

Forms and Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:

  ▪ Bullying related to race, religion, faith and belief and for those without faith

  ▪ Bullying related to ethnicity, nationality or culture

  ▪ Bullying related to Special Educational Needs or Disability (SEND)

  ▪ Bullying related to sexual orientation (homophobic/biphobic bullying)

  ▪ Gender based bullying, including transphobic bullying

  ▪ Bullying against teenage parents (pregnancy and maternity under the Equality Act).

School Ethos

Buckden CE Primary academy community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Understands the importance of challenging inappropriate behaviours between peers.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues and logged on 'My Concern'.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Appropriate sanctions and support, for example as identified within this policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, and / or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible. This may include:

  - looking at use of the school systems

  - identifying and interviewing possible witnesses

  - Contacting the service provider and the police, if necessary.

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).

  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.

- Inform the police if a criminal offence has been committed.

- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

  - advising those targeted not to retaliate or reply.

  - providing advice on blocking or removing people from contact lists.

  - helping those involved to consider and manage any private information they may have in the public domain.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL,or a member of staff of their choice. Referral to Pastoral Lead or school counsellor or drawing and talking therapy
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through
- Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service
- provider.
- Sanctioning, in line with this policy. This may include:
  - official warnings
  - detentions/internal exclusions
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise

unacceptable. Please refer to our Mentally Healthy School Policy for how these members of the school community will be supported.

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adult and children (peer on peer abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of agape, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime esupport staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

<u>**Useful Links and Supporting Organisations**</u>

The following links may provide additional support to children, staff or families.

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net

Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Report Harmful Content: https://reportharmfulcontent.com/

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety

• DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying

• DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: www.kickitout.org

• Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org

• Tell Mama: www.tellmamauk.org

• Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

• Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

• Schools Out: www.schools-out.org.uk

• Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

• NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk

• Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters

• Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual

• Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 2- Prosocial Physical Support

Comfort

We have the same rules for comforting children right through the school from EYFS to Year 6.

The following can be applied to support a child when upset, distressed or is seeking comfort:

- Unless you are moving a child away from danger, you must always ask permission and they give consent back to you either verbally or with a shake or nod of the head. Ie, Do you want to hold my hand? Would you like a hug?
- Staff may offer their hand to be held as a source of comfort, however, if the child shows any resistance at any point you must open your hand and let go straight away.
- Children can be given a supportive hug from beside the child, either standing or sitting as in the explanation below.
- For the safety of both pupils and staff, children do not sit on an adult's lap, either on the floor or on a chair. Any support should be given from the side, as shown below.
- Children can lean against an adult for additional comfort.
- Children cannot be picked up or carried unless they need to be moved away from danger.
- If a child requires something different to that listed above, ie, deep pressure support, then this will be recorded in their own Behaviour Plan and shared with relevant staff.

This section outlines when and how physical support can be used in school as an intervention.

Comforting

Adults can comfort children using the outlined method as described below.

1. Hip in
2. Head away
3. Sideways stance
4. Closed mittens contain each shoulder
5. Communicate intention

This is referred to as a supportive hug.

<u>Escorting</u>

The use of escorting children is to be used as a last resort option when it is deemed to be unsafe for either the child o other children in the immediate vicinity of that child. In order to safely escort a child from a situation either use the supportive hug or the following.

1. Hip in
2. Head away
3. Open mitten hands above the elbows
4. Safe shape (penguin shape)
5. Arm resting across the shoulders
6. Communicate intention
7. Move assertively (prevent kicking / dropping)
8. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

The STEPS Approach

STEP 1
- Non Verbal and Verbal Reminders per session
- EYFS = mix of the 6
- Year 1 + 2 = mix of 5
- Year 3 + 4 = mix of 4
- Year 5 + 6 = mix of 3
- Encourage Self Regulation
- Note each reminder on Pink Clipboard

STEP 2
- Restart to take place in partner classroom
- Length of time to be decided by Partner teacher based on approx. age in mins but use professional judgements
- Restart conversation had at beginning of first available break session (max 3 mins)
- Encourage Self regulation - Do not demand an apology.
- Start a fresh after each restart

STEP 3
- 3 days in a row of Restarts, teacher to involve Head of School and Parents contacted.
- On the 3rd DAY child to go to Head of School for Restart
- If Step 3 occurcs 3x in a Half Term, Complete Anxiety Map and Roots and Fruits
- If Step 3 occurs 5x in a Half Term, discuss and create an IBP in collabortation with Parents and SENCo

STEP 4
- Protective and educational consequences for -
- Non-compliance of a final draft of an IBP
- Derogatory language
- Premeditated Violence
- Purposeful vandalism (large)
- Throwing objects at others causing a safety risk
- Record consequences using a Risk Management Plan

STEP 5
- Depending on severity and continuation of ...
  - Internal or external exclusion
  - Meeting with DHT/HT
  - Meeting between parents and DHT/HT
  - Risk Reduction Plan
  - Involvement of SENDCo

For children with identified SEMH difficulties an IBP supersedes this document
If Head of School has been involved 2x in a Half Term – SLT to be involved
Pupils on an IBP are regularly discussed at SLT meetings

APPENDIX 4

Non- Negotiables of Behaviour

Dangerous
- Violence
- Purposeful vandalism (large)
- Throwing objects at others

Difficult
- Derogatory language
- Purposeful vandalism (small)
- Defacing school property
- Throwing objects

Anti-Social Behaviours (low level)
- Manners (lack of)
- Not listening
- Answering back
- Refusal
- Time wasting
- Sharing
- Calling out
- Needless wandering
- Talking over others
- Fidgeting
- Whispering
- Gossiping
- Unkindness
- Not minding your own business

Corridor non-negotiables – created by school parliament

- Walk –don't run
- No animals in school – except school dogs
- Look after property when moving about
- Respond when an adult gives you a direction
- Quiet voices only – no shouting
- Only talk when adults have given you permission
- Polite words only- no use of unkind words
- Keep hand and feet to yourself- no pushing
- Go directly to where you need to be – don't wander around without permission
- Stay still when lining up for the hall

Playground non-negotiables – created by school parliament

- Look after our wildlife – don't climb on plants/trees or other living things
- Only play games on your designated day- always check the rota
- Walk around games that are already happening- don't interfere or interrupt others
- Play in the areas that are designated for use – don't play near bike shed/nature area/ quiet area/sheds
- Always clear up after yourself- don't drop litter and use the bins outside
- Only play games such as football in the areas designated
- Treat other kindly and with respect – don't hurt others physically or emotionally
- Allow other sports to be played- not just your own choice
- Use kind words to others
- Use the climbing equipment safely- Don't climb up the building/gates/tables/benches or flower beds
- Always let others join in with your games- don't isolate others
- Be careful with sports resources- look after our things and put things away
- When the whistle blows- stop and listen straight away- then walk to your class line