



# **St Mary's Church of England Junior Academy**

## **Positive Behaviour and Relationship Policy**

**Approved By:**  
**Approval Date:**  
**Review Date:**

**Local Governing Body**  
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**"No significant learning can take place without a significant relationship".**

*James Comer*

**"Great teachers focus not on compliance, but on connections and relationships".**

*PJ Caposey in Education Week Teacher*

**'Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to talk openly with adults.'**

***DfE: Mental health and behaviour in schools***

## **1. St Mary's Aims and Ethos:**

- 1.1 At St Mary's C of E Junior Academy, it is our overarching aim to raise standards by promoting a school ethos that is underpinned by core Christian values. We recognise this will be most successful when the values and attitudes promoted by staff provide a model of behaviour for children. All our policies and decision making are formed through the lenses of these Christian values to ensure our school lives them out in all aspects of its collective life.
- 1.2 We have therefore used these values to develop positive relationships in a nurturing Christian environment that secures good behaviour for learning, leading to good outcomes for all pupils.
- 1.3 It is the aim to develop positive relationships between school, parents and our community and a shared understanding of our aims. This policy is designed to support the way in which all members of the school can live and work together.
- 1.4 We aim to promote an inclusive environment in which everyone feels happy, safe and secure, where they feel valued and respected. We want to develop self-confident, caring children who value themselves and others, and take responsibility for their own learning through their attitude to work.
- 1.5 Our policy promotes good relationships, so that we can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

## **2. St Mary's Values:**

- 2.1 At St Mary's, our approach is firmly rooted in chosen Christian values: **RESPECT NURTURE COMMUNITY COURAGE AMBITION RESPONSIBLE**
- 2.2 We nurture respectful and responsible global citizens who contribute to their communities with compassion and courage.
- 2.3 Young minds grow with God's love and an ambitious curriculum for all, to enable everyone to flourish as they 'soar on wings like eagles' and 'live life in all its fullness'

## **3. Positive Relationships:**

- 3.1 The building of positive relationships is a fundamental component of life in our school and community. The building of these relationships is important for all children but it is essential for children who have experienced trauma, adverse childhood experiences or have additional needs – for example children requiring additional support with attachment needs. For these children, positive relationships provide a sense of safety, security and belonging.
- 3.2 Promoting positive relationships is an ongoing process and can be thought of as a system of deposits in a bank. Shared positive experiences form the grounding of any relationship. These do not have to be

significant events but small, positive, frequent interactions.

### Teaching behaviour is about:

|                                            |                                                                                                                                                                                            |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relationships</b>                       | Having positive relationships with children and acting in a consistent and fair manner is the most effective way to ensure a positive and engaging learning environment.                   |
| <b>Role Modelling</b>                      | Using words and actions that mirror the responses we are trying to encourage in children.                                                                                                  |
| <b>Consistency</b>                         | Working out the best way to support each individual child and ensure that approaches to that child are consistent.                                                                         |
| <b>Scripts and Routines</b>                | Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.                                                                   |
| <b>Positive Phrasing</b>                   | Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.                                                |
| <b>Planning</b>                            | Making sure that responses to likely negative behaviour are planned for in advance (Positive Behaviour Support Plans) to ensure that people know what to do and are not taken by surprise. |
| <b>Reward &amp; Positive Reinforcement</b> | Noticing when children are demonstrating socially acceptable behaviours and our school values and ensuring this is praised and rewarded.                                                   |
| <b>Comfort &amp; Forgiveness</b>           | Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.                                                              |

#### 4. **Responsibilities and expectations:**

4.1 Ensuring, acknowledging and encouraging **positive behaviour is everyone's responsibility**. In order to create a climate in which everyone can feel respected and strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

#### 4.2 **Staff responsibilities are to:**

- Create a safe and stimulating environment for pupils, rooted in mutual respect and care.
- Model expected behaviour at all times in relationships with each other and pupils alike
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs.
- Actively listen to what the children have to say and take appropriate action
- Work towards understanding reasons for behaviour that challenge by listening to pupils carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Be consistent and fair, acting in accordance with this policy
- Recognise achievements, be positive and praise children for meeting or trying to meet our

expectations

- Fulfil our professional duties by being punctual, communication with other staff (including recording instances of negative behaviour), attending relevant meetings and training, and following the staff Code of Conduct.
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children

#### **4.3 Children's responsibilities are to:**

- Demonstrate St Mary's school values in their actions –  
**RESPECT NURTURE COMMUNITY COURAGE AMBITION RESPONSIBILITY.**
- Be ready to learn.
- Listen to and follow adult instructions, doing as they have been asked as quickly as possible.
- Think about others and allow them to learn.
- Take responsibility for themselves and their belongings.
- Communicate honestly.
- Think about and explain why things have happened if something has gone wrong and reflect on how to move forward
- Try their best at all times.

#### **4.4 Parents' responsibilities are to:**

- Work in partnership with the school to promote high standards of behaviour.
- Help the children to understand the school values and talk to them about the Home-School Agreement that is signed at the start of a child's time with us.
- Support the school's systems of praise and consequences. Seek clarification if it is needed.
- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the school of reasons for absence.
- Ensure their child comes to school appropriately dressed and equipped, particularly PE kit!
- Read all written communication from the school and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- To share any concerns with school so that school is aware and can respond accordingly.
- Encourage their child to develop an appropriate level of independence.

### **5. Expectations for behaviour throughout the school:**

5.1 Our values are reflected within our Pupil Code of Conduct and class charters (drawn up by the children and staff). These are displayed in school and referred to frequently. A shared understanding of the Code of Conduct and our Values is achieved through a common vocabulary, collective worship, PSHE lessons, and is modelled by all adults in our school community.

#### **5.2 General Code of Conduct:**

**We will treat others as we wish to be treated, with kind hands and words**

**We will take care of each other and our school community**

- We will walk silently to and from the hall (including PE lessons/library).
- We will walk down corridors.
- We will Line up silently at the start of the day, end of break and lunch.

### 5.3 Playground Code of Conduct:

We will share, take turns and use our hands, feet and voices kindly.

We will play safely, looking after each other and the equipment by showing respect.

We will include others in our games.

We will be honest and truthful when things go wrong and try to put it right.

## 6.Rewards and encouragement

6.1 We believe that rewards have a motivational role, helping children to see that their actions and hard work are valued.

6.2 A **'Give me 5' approach** is used to focus children's attention and is displayed in every classroom and indoor teaching area. (Appendix A)

6.3 Every class in our school consistently follows a **positive reward system** with silver and gold rewards displayed visibly to openly recognise and encourage children showing better than expected behaviour consistently and over a longer period of time.

### 6.4 General reward systems:

- **Star of the week certificate:** Each week, teachers choose two children for exemplary work or other such efforts that merit a special mention and a star certificate which is presented in the hall.
- **Class Dojo:** Each child is in a House, and children can earn dojo points by following the school rules, showing excellent learning behaviours or demonstrating one of the school values. Each week the points are counted up and the winning House is recognised in the celebration assembly. At the end of each term the winning House's colour is tied to the Cup.
- **Weekly celebration assemblies** are held and our school actively invites parents of pupils who will receive a reward: silver / gold award or certificate in order to openly praise and celebrate achievements.

## 7. Consequences and Procedures

7.1 Any behaviour which falls below the expectations of the school, will require some level of intervention. Unacceptable behaviour will be dealt with using the stepped approach (see procedures below).

| <u>Consequences</u>                                                                                                                               | <u>Examples of behaviour</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Stage 1:</u></b><br><br>Pupil receives a private verbal warning.                                                                            | <ul style="list-style-type: none"> <li>❖ Unkind words towards others.</li> <li>❖ Refusal to follow adult instructions in the classroom or outdoor playtime</li> <li>❖ Refusal to come into the building at the end of playtime</li> <li>❖ Disrupting a lesson by calling out, talking or silliness</li> <li>❖ Swearing to self or under breath.</li> <li>❖ Not respecting equipment</li> <li>❖ Not completing tasks on time.</li> <li>❖ Not listening to a staff member or class member</li> <li>❖ Distracting others</li> </ul>                     |
| <b><u>Stage 2:</u></b><br><br>Pupil receives a private written warning.                                                                           | <ul style="list-style-type: none"> <li>❖ For ignoring a stage 1 warning and carrying on with the behaviour that has been privately spoken to about.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><u>Stage 3:</u></b><br><br>Pupil receives a reflection slip (privately) and 10 minutes consequence in SLT Office, missing some lunch break.    | <ul style="list-style-type: none"> <li>❖ Continued non-compliance and / or persistent unhelpful behaviour, following both a Stage 1 verbal and Stage 2 written warning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <b><u>Stage 4:</u></b><br><br>Pupil receives a reflection slip (privately) and 20/30 minutes consequence in SLT Office, missing some lunch break. | <p><b><u>Consequences for more severe behaviours that challenge or harm:</u></b></p> <ul style="list-style-type: none"> <li>❖ Direct threats made to adults or children</li> <li>❖ Swearing at another person</li> <li>❖ Running around school during lesson time</li> <li>❖ Throwing objects or equipment aggressively</li> <li>❖ Hurting someone through rough or inappropriate behaviour</li> </ul> <p><b>NB: It is likely that Steps safe handling intervention maybe necessary.</b></p>                                                         |
| <b><u>Stage 5:</u></b><br><br>Pupil receives a reflection slip (privately) and 40 minutes consequence in SLT Office, missing some lunch break.    | <p><b><u>Consequences for severe behaviours that challenge or harm:</u></b></p> <ul style="list-style-type: none"> <li>❖ Refusal to enter or leave the classroom causing high levels of disruption</li> <li>❖ Swearing directly at an adult</li> <li>❖ Violence towards children or adults (kicking / punching)</li> <li>❖ Throwing, kicking or tipping furniture</li> <li>❖ Intentional damage to school property</li> <li>❖ Racist language / actions</li> <li>❖ Homophobic language / actions</li> <li>❖ Bullying (verbal or physical)</li> </ul> |

## 8. STEPS approach

St Mary's has adopted the Norfolk STEPS approach to support positive behaviour. This recognises all behaviour as a form of communication – where positive behaviour shows all is generally well, and negative behaviour indicative of an unmet need. STEPS has an emphasis on consistency. Staff are trained in techniques to de-escalate a situation and to reduce the risk of harm.

8.1 An important aim is to provide opportunities to support and debrief both children and staff after an incident, enabling all to learn from what happened and begin to repair.

8.2 Staff are trained in STEPS and any new staff joining the school receive this training as soon as practicably possible. Annual refresher training is provided for all staff.

8.3 Use of Reasonable Force- Where reasonable, proportionate and necessary, STEP ON trained staff will use safe handling techniques in order to ensure safety.

### 8.3. Restorative conversation

A restorative conversation is an approach and a way of working with conflict that puts the focus on repairing the harm that has been done. It asks all parties to share what their involvement was, how the incident has affected them and others and to agree what needs to be done for things to be put right.

We use restorative conversation that can be deployed when an incident occurs. We record this conversation using a **Reflection Slip (See Appendix C)**. Staff will use shared language and sentence prompts to support the conversations with children.

These questions used to structure restorative conversations:

- ❑ What happened, how were you feeling?
- ❑ Is it ok to make mistakes?
- ❑ What were you thinking?
- ❑ Who has been impacted or affected and how might they be feeling?
- ❑ How can we make things better?
- ❑ What will you do differently next time?

### 8.4 REFLECT, REPAIR AND RESTORE (AFTER AN INCIDENT)

Providing time to offer support and debrief for a pupil after any significant incident is essential to safeguard their emotional wellbeing and help them reflect and progress.

8.5 Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult by re- telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (Tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

## 9. Recording Behaviour

9.1 All school staff are responsible for ensuring behaviour that is challenging or harmful is recorded/logged appropriately. This supports building a full picture of an individual pupil, which in turn can help plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils.

Our school uses an online system called CPOMS, which allows behaviour to be logged for a pupil, reduces workload for staff and keeps records accessible to support analysis and planning. Categories can be used to support analysing behaviour and responses, exploring trends and reporting to Governors.

9.2 We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies outlined below. But all behaviour that requires a reflective slip consequence, or where a child is persistently repeating low-level negative behaviour (over several days or within a single day), must be recorded and shared with parents.

9.3 For pupils where they persistently or frequently require a consequence, the school will consider putting in place a Risk Reduction Plan. The child may also have a SEND Profile/Monitoring Profile which outlines additional support or different logging systems in place appropriate to their needs

## 10. Strategies to reduce the risk of suspension

10.1 **Pastoral Support Team.** We have three full time pastoral members of staff who offer children support throughout the day. Completing both responsive nurture support and planned sessions for children managing difficult situations in their homelife or personal development.

10.2 **Lunchtime Nurture Club-** A structured, nurturing and supervised environment for identified children who find unstructured times of day more challenging.

10.2 **Positive Behaviour Support Plans:** At St Mary's we aim to offer any child who presents with behaviours that challenge or harm on a persistent basis, with a Positive Behaviour Support Plan. This is a plan tailored to the individual, which aims to understand and unpick reasons and functions of behaviours. Scripts and strategies are outlined and so all staff are equipped with a consistent approach to best supporting positive behaviours and de-escalation that fits the individual.

10.3 **Inclusion Team:** The SENCO works closely with the Norfolk Inclusion Team and promptly seeks advice as soon as a pupil begins to present with risk of suspension.

10.4 **External agencies:** The SENCO commissions external specialists who offer support and target underlying difficulties:

**Mental Health Support Teams-** Work with families and parents to support with low level challenging behaviour and other difficulties such as avoidance and separation.

**School and Community Teams-** Directly support children through weekly intervention sessions in school, dually targeting social emotional difficulties such as with emotional regulation and academic support.

**Benjamin Foundation-** Providing weekly 1:1 creative sessions and a 'time to talk'.

10.5 **Part-time timetables-** These are offered in exceptional circumstances following advice of the Inclusion Team and under individual assessment. These are temporary (6-weekly) and reviewed every 2 weeks.

10.6 **Alternative Provision.** In exceptional circumstances, the SENCO will secure an alternative part-time placement such as a forest school in order to provide more intense therapeutic support.

## **11. PROMOTING POSITIVE (PROSOCIAL) BEHAVIOUR**

11.1 We recognise that positive (good) behaviour does not just happen, and that every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. They respond calmly with dignity and respect, modelling the emotional regulation we aim to instill in all our children. We avoid shouting unless the situation demands it to ensure the is our aim to create an environment in which positive behaviour is the norm.

11.1 Children behave well when they:

- ☐ are in a safe, calm and positive environment where they are valued and matter as an individual
- ☐ have strategies to regulate their emotions and feelings
- ☐ understand what is expected of them
- ☐ see a purpose to what they're being asked to do
- ☐ feel that they are listened to
- ☐ are highly motivated by an exciting and varied curriculum
- ☐ have a task appropriate to their ability
- ☐ know who to ask for help
- ☐ have opportunities to achieve
- ☐ know and feel that their achievements are valued
- ☐ have a well organised room that encourages independence
- ☐ know they will be supported
- ☐ know their physical needs are met
- ☐ feel comfortable and confident
- ☐ are given responsibility and encouraged to be independent
- ☐ are encouraged to reflect on their actions
- ☐ see that home and school work together

### **11.2 Curriculum & Learning**

We recognise that to be ready to learn, pupils need to be emotionally ready too. Our curriculum helps them develop understanding about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include explicit teaching of strategies for emotional self-regulation, through the **Zones of Regulation** approach, Anti-Bullying and Online Safety weeks.

### **11.3 Displays**

Each class will develop a **Zones of Regulation board** to support pupils in recalling strategies they can use to self-regulate. This promotes common vocabulary for describing emotional state and associated behaviour

## **12.SUSPENSION & EXCLUSION**

This school rightly sees suspension and exclusion as being a tool of last resort. We do not wish to exclude any pupil from school. All pupils have a right to access education and school in a supportive and protective environment. We value each child as an individual and aim to support them making positive behaviour choices. But on rare occasion it may be necessary to use tools of last resort, such as suspension or exclusion, to ensure the safety of the pupil and others (pupils or staff).

### **12.1 Internal exclusion/withdrawal**

This involves being removed from a class for a large portion of the day – usually a 1/2 a day or a full day. On rare occasions, longer periods may be determined. During this time the child completes work in the Headteacher's office or a designated class/area as appropriate, supervised by an appropriate member of staff.

12.2 Parents/carers are always informed of this decision and invited to meet with the

Headteacher/ Assistant Headteacher and class teacher to discuss the concerns, reasons for internal exclusion/withdrawal and, if appropriate, a Risk Reduction Plan to support the pupil moving forward.

### **12.3 Suspension (formerly 'Fixed-Term Exclusion')**

This is where a child is suspended from school and sent home. This could be for the remainder of that day, or for longer depending on the individual circumstances of the incident. The Headteacher will decide how long a pupil will be suspended for.

12.4 It is a formal process, with legal standing, and is used when either no other strategies have worked or the seriousness of the incident requires the school to put in place additional measures to safeguard the pupil and others upon their return. While suspended, a pupil may not attend the school site or public places during school hours. They will be provided with work that must be completed at home.

12.5 Parents/carers will be asked to accompany the child on his/her return to school for a reintegration meeting with the Headteacher or Assistant Headteacher to establish clear guidelines to support child's future behaviour.

12.6 The school will notify the Local Authority of any suspension given. We routinely inform the Governors that a suspension has been given, however we are required to if the number of days will exceed 5 school days in a term. The letter to parents/carers also explains any grounds they may have to appeal the suspension.

### **12.7 Exclusion (formerly 'Permanent Exclusion')**

The decision to exclude a child is taken in extreme circumstances by the Headteacher, after consultation with staff, the child's parents/carers, and the Chair of Governors. Permanent exclusion would mean the child continuing their education in another school. The school follows the HCC Exclusion Guidance Supplement (2017) unless there is a good reason to depart from it, with due regard to the Statutory Guidance issued by the Department for Education available here:

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

### **12.8 Behaviour which could lead to Suspension or Exclusion from our school**

Behaviour which could lead to suspension or exclusion from school would include:

- Behaviour which is life threatening.
- Intentional physical violence towards a member of staff.
- Unprovoked and/or sustained violence towards another child.

- Deliberate use of extreme, abusive language towards anyone in the school community
- Repeated and deliberate abusive, racist, religious and homophobic and gender language
- Sexual misconduct
- Defiant behaviour, i.e. repeated and deliberate refusing to co-operate, or behaving in an unreasonable and persistently disruptive way
- Drug and/or alcohol related incidents
- Cyber bullying
- Deliberate damage to school property or that of other persons
- Theft
- Malicious allegations (against staff or other pupils)

In all instances, each case is judged individually and may result in suspension/exclusion alongside any other response

## 12.9 Right to Search

The school follows the DfE advice on Searching, Screening and Confiscation

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf))

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## 13.Equal Opportunities

13.1 Our school has high expectations both for personal learning and social development. We are strongly committed to giving every child - regardless of disability, race, sex or religion - the opportunity to succeed to the best of their ability. Our planning systems ensure that the children's curriculum reflects these principles and our positive behaviour system provides the supporting ethos.

## 14 Children with Special Educational Needs

14.1 Our Positive Behaviour and Relationships Policy expectations apply to all children. All adults adhere to its framework and all children are expected and encouraged to do so. However, within our community there are children who need additional support. For these children, their behaviour is always placed within the context of the policy, but with the help of our SENDCo, it may be adapted and differentiated to support children with specific needs.

14.2 The governors and staff are particularly proud of the kindness and sensitivity shown by our pupils towards our more vulnerable children and of the part the children play in making ours a truly inclusive school.

## 15 Hate Crime: Anti-bullying strategies/Online Safety /Anti-racism strategies / Homophobic strategies

### 15.1 Anti-racism and Homophobia – termed ‘Hate’ Incidents

All racist/hate incidents are recorded on Scholar Pack and appropriate action is taken. The Headteacher is informed immediately and is duty bound to inform the Local Authority by completing the following online form: *Reporting prejudiced based incidents and hate crimes in schools and settings*.

Bullying and racism can sometimes be intertwined. All staff work very hard to make our school a safe place for all, where every child knows that racism and bullying will not be tolerated.

The best way to ensure this is to build an inclusive school where equal opportunity and tolerance lie at the heart of our ethos and curriculum. This is our aim and we will continue to work through our policies, to establish relationships and behaviours which are based on understanding and respect for one another.

### 15.2 Anti-Bullying

There are many reasons why some children use strategies which repeatedly upset others. The definition for bullying is:

**Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.** (Definition taken from StopBullying.gov)

Our aim, in any situation is to always support the children and families. We believe that all children, those acting out of line with the expected behaviour and those on the receiving end should all be supported to understand their behaviour and actions and to become the best versions of themselves.

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Transphobic: displaying negative attitudes, or actions toward transgender or transsexual people.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Bullying behaviour will not be tolerated within our school. It is defined by its persistence, its destruction of other peoples' confidence and its desire to humiliate or harm its target. All persistent behaviours that victimise others on the grounds of their race, culture, creed, disability, sexuality or age are defined as bullying and must be reported to the Local Authority.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be through intimidation and threats, name-calling, spreading rumours, stealing, damaging belongings, telling lies to get others into trouble, sending messages around the class, online torment or emotionally/physically hurting people.

Unfortunately, research shows that these behaviours can take place in the school environment and some through the use of technology such as the internet or through Direct Messaging on Apps. The School constantly reminds children of their right to safety and encourages them to make their teachers aware when other children are making them feel uncomfortable. Sometimes this can be a matter of helping a child to understand that not all acts of unkindness or exclusion are bullying. Many hurtful behaviours are short term upsets and can be dealt with through the normal systems and by building a child's confidence and understanding in constructing and maintaining relationships.

However, sometimes unkindness can escalate into something which must be dealt with quickly and uncompromisingly. As soon as we become aware that a child is being bullied the following things happen:

- A log of the incidents will be recorded on CPOMS and it will be reviewed for any previous incidents.
- The bully will be confronted with their behaviour and consequences applied, this means that the bully's parents are made aware of their behaviour. A member of staff may be asked to work with this child to help identify the causes of the problem and support them with making better choices and understanding the consequences of their actions.
- When a bully sees their victim reporting an incident this can often exacerbate their behaviour, in this way they hope to prevent the object of their bullying telling the teacher. To relieve any fears of reprisal, children being bullied will be given a teacher buddy, this will be a senior member of staff. This means that a child can report incidents without the class or the bully being aware that it is happening. It is also someone they can talk to about and who will support them with their feelings.

A full range of supportive strategies will be discussed with the Headteacher and implemented to support each child.

- All staff in school (Teachers, Teaching Assistants) will be made aware of the situation to ensure that the child being bullied is supported through lunch-times as will the Headteacher and Assistant Headteacher.
- If the bullying continues, the parents of the perpetrator will be asked to come into school to meet with the Headteacher / Assistant Headteacher and the relevant Class Teacher. A 'Behaviour Programme' will be put in place and a daily reporting system to parents will be established.

Above all we teach children to be confident, assertive individuals. We involve the children in our decisions and embed expectations through Assemblies, our weekly Ethos Statements, our work in PHSE and through School and Class Council. Our school has a wonderful family ethos which we believe encourages respectful and happy children to grow into respectful and happy citizens.

The school also uses Assemblies and class work to support children and newsletters and planned workshops for families to help them understand the very real dangers of their life 'online' in order to safeguard our children and to ensure that behaviour and relationships online are positive.

### **15.3 Anti-racism and Homophobia – termed 'Hate' Incidents**

All racist/hate incidents are recorded and appropriate action is taken. The Headteacher is informed immediately and is duty bound to inform the Local Authority by completing the following online form: Reporting prejudiced based incidents and hate crimes in schools and settings.

Bullying and racism can sometimes be intertwined. All staff work very hard to make our school a safe place for all, where every child knows that racism and bullying will not be tolerated.

The best way to ensure this is to build an inclusive school where equal opportunity and tolerance lie at the heart of our ethos and curriculum. This is our aim and we will continue to work through our policies, to establish relationships and behaviours which are based on understanding and respect for one another.

## **APPENDIX A**



## APPENDIX B:

### Appendix C – Examples of Positive Statement Scripts

|                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Positive Phrasing:</p> <ul style="list-style-type: none"><li>• Stand next to me</li><li>• Put the book on the table</li><li>• Walk in the corridor</li><li>• Switch off the computer</li><li>• Walk beside me to the kitchen</li><li>• Stay seated in your chair</li><li>• Please/Thank you</li></ul>         | <p>Limited Choice:</p> <ul style="list-style-type: none"><li>• Where should we talk – here or in the kitchen?</li><li>• Put the pen on the table or in the box</li><li>• Are you going to sit with the group or on your own?</li><li>• I am making you a drink – would you like orange or lemon?</li><li>• Are you starting your work with the words or the picture?</li></ul> |
| <p>Disempowering the Behaviour:</p> <ul style="list-style-type: none"><li>• You can listen from there</li><li>• Come and find me when you come back</li><li>• Come out from under the table in your own time</li><li>• Now you are in my office you can use those swear words to express your feelings</li></ul> | <p>Positive Scripts:</p> <ul style="list-style-type: none"><li>• Classroom language</li><li>• Walking feet</li><li>• Listening ears</li><li>• Kind words</li><li>• Kind hands</li></ul>                                                                                                                                                                                        |

## APPENDIX C

### REFLECTION SLIP

**REPORT AT 12:00 PROMPT TO THE PASTORAL OFFICE. ENSURE THAT YOU HAVE ALL YOUR EQUIPMENT WITH YOU.**

|                                                                                                                                                                                                                                                                                                                                                             |       |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------|
| Full name of pupil                                                                                                                                                                                                                                                                                                                                          | Class | Given by (initials) |
| Send to:<br>SLT in Pastoral Office                                                                                                                                                                                                                                                                                                                          |       | Date                |
| <b>Reason (Teacher to complete reason against one of three expectations):</b><br><br><b>Ready:</b><br><br><b>Respectful:</b><br><br><b>Safe:</b>                                                                                                                                                                                                            |       |                     |
| <b>Restorative scripts:</b><br>What happened, how were you feeling?<br>Is it ok to make mistakes?<br>What were you thinking?<br>Who has been impacted or affected and how might they be feeling?<br>How can we make things better?<br>What will you do differently next time?                                                                               |       |                     |
| <b>Reflection appropriate to action</b> 10 mins / 15 mins / 20 mins / 25 mins / 30 mins / other:                                                                                                                                                                                                                                                            |       |                     |
| ★ Restorative conversation with adult/ peer<br><br>★ Work to complete (only for non-completion of work in class.)<br><br>★ Verbalise/write an explanation (e.g. what being <i>ready</i> and <i>respectful</i> in registration looks like)<br><br>★ Make amends (e.g. put equipment back in place)                                                           |       |                     |
| <b>Follow-up comments by the Reflection supervisor. (Please include reference to pupil attitude and dialogue about choices, what happened, what we could do another time etc.)</b><br><br><br><br><br><b>Signed:</b><br>Class teacher to inform parents by SMS/email/phone call home.<br>SLT to inform parents after 5th time in Reflection in a half-term. |       |                     |

## APPENDIX D: Reflect and Repair Sheet

## Reflect & Repair Conversation Record (KS2)

|                                                                                                                                  |           |  |               |        |                                                                                                 |  |          |  |  |
|----------------------------------------------------------------------------------------------------------------------------------|-----------|--|---------------|--------|-------------------------------------------------------------------------------------------------|--|----------|--|--|
| Child's<br>Name:                                                                                                                 |           |  |               | Class: |                                                                                                 |  | Date:    |  |  |
| Which ZONE<br>were you in:                                                                                                       | Blue Zone |  | Green<br>Zone |        | Yellow<br>Zone                                                                                  |  | Red Zone |  |  |
| What did you do?<br>(Describe what happened and the choices you made):                                                           |           |  |               |        | What were you thinking when you acted this way?<br>(How did you feel when you made the choice?) |  |          |  |  |
| What was the impact of your choice on others?<br>(How did my choice affect others? How did your actions make other people feel?) |           |  |               |        |                                                                                                 |  |          |  |  |
| If I was in the Green Zone, I could have made these choices:<br>(What could I have done differently?)                            |           |  |               |        |                                                                                                 |  |          |  |  |
| I am going to do these things to help everyone feel better about what happened (How will I fix it?):                             |           |  |               |        |                                                                                                 |  |          |  |  |
| The consequence that has been agreed to help me to remember to make better choices is...                                         |           |  |               |        |                                                                                                 |  |          |  |  |

|                     |  |     |  |
|---------------------|--|-----|--|
| Shared with parent: |  | By: |  |
|---------------------|--|-----|--|













