



**Great Wilbraham CE Primary Academy – Positive Relationship Policy**

**DOCUMENT CONTROL**

<b>Name of Policy/Procedure</b>	<b>Positive Relationships Policy</b>
<b>Author</b>	Katie Chaudhry
<b>Version</b>	
<b>Applicable to</b>	Great Wilbraham CE Primary Academy
<b>Approved by:</b>	LGB
<b>Approved on:</b>	22 <sup>nd</sup> May 2024
<b>Review Cycle</b>	Biennially
<b>Date of next review</b>	May 2026
<b>Website Publication yes/no</b>	Yes

## **1. Introduction**

Our relationships policy is based on an expectation of behaviour that nurtures and encourages positive relationships within a secure, caring and inclusive environment supported by a therapeutic approach. This policy will show the ways in which we can foster 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 relationships between all stakeholders of the school community, and not just about those between pupils.

While other factors, that may occur outside of the school environment, affect behaviour, school-based influences are also very important. The schools with the most positive relationships and behaviours are those that have created a prosocial atmosphere based on a sense of community and shared values. Our school follows the Cambridgeshire Therapeutic Thinking approach to supporting children. This is reflected throughout this policy.

## **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 valued 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 equity of approach should be applied in all situations
- Children should be taught how to behave, and this should be modelled by the adults around them

## **3. Achieving our expectations**

Good communication is essential when teaching and promoting good behaviour. It is by parents, staff and children talking and listening to each other that we can understand how each feel 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 which ensures 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
<ul style="list-style-type: none"> <li>• To be treated with respect</li> <li>• To be supported by peers and managers</li> <li>• To be listened to</li> <li>• To be treated courteously by all members of the school community</li> <li>• To be made fully aware of the school's systems/policies/expectations</li> <li>• To receive appropriate training to increase skills in promoting positive behaviour and regular attendance</li> <li>• To be allowed to try new ideas/approaches</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for support when needed</li> <li>• To offer support to colleagues and managers</li> <li>• To listen to others</li> <li>• To model prosocial and courteous behaviour</li> <li>• To recognise and acknowledge positive behaviour in others</li> <li>• To seek information and use lines of communication</li> <li>• To support others in developing their skills in promoting prosocial behaviour and regular attendance</li> <li>• To acknowledge areas of own skills which could be developed</li> <li>• To try new ideas/approaches</li> </ul>

##### Pupils

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect by adults and peers</li> <li>• To be safe</li> <li>• To learn</li> <li>• To make mistakes</li> <li>• To be listened to</li> <li>• To have opinions valued</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others</li> <li>• To attend school regularly</li> <li>• To be willing to learn</li> <li>• To allow others to learn</li> <li>• To take responsibility for their own mistakes</li> <li>• To give opinions in a constructive manner</li> <li>• To listen to others</li> </ul>

## Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"><li>• To be treated with respect</li><li>• To be kept informed about their child's progress</li><li>• To be listen to</li><li>• To have access to information on the school's approach to behaviour and attendance</li><li>• To have concerns taken seriously</li></ul>	<ul style="list-style-type: none"><li>• To behave respectfully towards staff and pupils</li><li>• To make sure their child attends school regularly</li><li>• To talk to their child about what they do in school</li><li>• To talk to teachers if they have any concerns about their child's learning or wellbeing</li><li>• To listen to others</li><li>• To absorb information and share concerns constructively</li></ul>

### 5. Promoting prosocial behaviour

#### Whole-school level

All staff understand and demonstrate the school's core beliefs about behaviour. Prosocial behaviours are encouraged and specifically taught within lesson time as well as Collective Worship. The Behaviour Curriculum states what behaviours are to be taught and when.

#### 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. The prosocial behaviours of gratefulness, politeness and respect are taught and reinforced on a regular basis. Children are encouraged to identify their own and others' strengths through the language of sharing and cooperation, choice and consequences. All members of the class are encouraged to see the value in the diversity within their classroom.

There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment, the teaching of emotional literacy) to reduce uncertainty and promote an appropriate climate for learning. There are Treatment Agreements, devised through a discussion with children, which promote prosocial behaviours. Children sign up to these charters. These charters are displayed in a classroom and are displayed in a way that can be understood by all members of the classroom (photographs, diagrams, cartoons, writing). Prosocial behaviour is quickly noted and genuinely celebrated by staff and peers. There are clear systems, understood by all, for dealing with inappropriate behaviour (see flowchart, Appendix 3).

#### Individual child level

All children's strengths are recognised and celebrated by staff. Systems are in place for noticing prosocial and improved behaviour (house points, star of the week, headteachers awards). These systems 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.

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 and 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' to get others in trouble, but if a situation needs help, always get an adult
- Listen to each other and adults.
- Wait patiently whilst others are talking and do not interrupt
- Take pride in their classroom and school by taking care of everything around them
- Assume and enjoy the responsibilities they are given, treating them with respect
- Remove themselves from potentially difficult situations - developing self-discipline is the aim
- To ask for help and advice
- To understand and be made aware of the behaviour non-negotiables (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 stakeholders, it is our responsibility to ensure that our own and the children's expectations become practice within school and home.

All staff understand that behaviour is communication; it is up to us to listen to and evaluate what the behaviour is telling us and therefore how best to support it.

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
- Make each learning session a "fresh start"
- Take account of the individual needs of the children
- Discuss and agree our rules with the children
- Involve parents
- Be consistent
- Regularly exchange information about children so that all staff are aware of those experiencing difficulties
- Make a clear set of whole school ground rules to display in each class and around the building
- Explicitly teach and explain what the rules mean in practice and our expectations of children
- Use PSHE, Collective Worship, circle time etc. to discuss, model and practise prosocial behaviour and raise pupils' self-esteem
- Try and make requests and instructions prosocial and not antisocial, e.g. "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 it 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 2). These were written collaboratively with staff and pupils from School Parliament and are shared with all children and are 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”
- Try to diffuse any situations before they start
- Class teachers should tell adults on duty of any pupils who have had a difficult session prior to break or lunch time so an extra “eye” can be kept on them
- Maintain a high profile and be visible - ensuring it’s easier to find each other if we need to be found
- Deal with any problems as they arise
- Anything considered to be difficult or dangerous: report to the class teacher, stating problem and action taken - note the incident on My Concern
- Notice those who find playtimes difficult
- Seek out the children who are playing pro-socially and give them recognition

### **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 Lilibet Garden to offer a place to regulate.

### **5.2 Around school**

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

### **5.3 Lunch times**

- Lunchtime supervisors will assume responsibility in the knowledge that the Head Teacher or named teacher is around for support
- Class teachers will tell supervisors of any child that has caused concern during the session prior to lunch time, so that a special “eye” can be kept on them
- Always be visible - there should always be someone for the children to turn to
- Supervision at lunchtime will involve at least two people for the playground
- Supervisors will be visible so children can find them
- Report any problems to the class teacher at the end of the lunchtime
- Keep a record of difficult or dangerous behaviours on My Concern

- Seek the immediate assistance of the Head Teacher or named 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 the children from the situation into their partner class or a safe space and discuss when both adult and child are emotionally ready for a restart conversation
- Contact with parents
- Individual behavioural strategies - recorded in an Individual Behavioural Plan
- Recording of difficult or dangerous behaviours on My Concern - action to be taken by the Head Teacher if there are several incidents reported

#### **5.5 Parental involvement**

- Make every effort to attend consultation evenings
- Understand school policies and methods
- Alert the school immediately to any serious behavioural and emotional concerns with their child
- Be prepared to come to school to discuss behavioural concerns in the classroom
- Accept their share of the responsibility for their child's punctuality
- Ensure that their child comes to school in suitable clothing and is equipped for PE, competitions or after school sports
- 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 on the day
- Support the school to implement any behaviour plans or strategies undertaken

## **6. Summary of Relationships Policy**

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

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

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
- House points, Stars of the Week and Head Teacher's Awards rewarding prosocial behaviour

Examples of antisocial behaviours are:

- Hate speech-including ageism, ablism, transphobia, homophobia, racism, religious intolerance, sexism and misogyny
- 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
- Inappropriate 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 and discuss the reason behind the behaviour with the child and the parent/carer
- For one-off incidents begin with a discussion with the class teacher
- For a few serious occasions or for children whose behaviour patterns cause concern, documentary evidence of each incident on My Concern (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 stressed

## **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 SENCo and share it and it is the responsibility of all staff to become familiar with it.

## **7. Ideas for prosocial behaviour support-adult approaches**

- Stay calm
- Be consistent



- Be aware of your own behaviour - body language / tone of voice
- Posture
- Eye contact
- 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 e.g. “you can do your work here or in the Pod, which one would you like to choose?”
- 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
- When and then technique

### **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, i.e. “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 incident involves several children, staff will endeavour to be fair and consider all opinions. Consequences are to be used as a teaching tool to allow the child to learn how to behave in a prosocial manner – this may be an educational consequence where the child is taught and practises 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 prosocial 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 in a pupil specific way:

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 encouraged to get on with their work or play and can have the opportunity 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 practise 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 to discuss the incident and what they should do in the future. Sent in: if the behaviour warrants it, pupils may also be sent in to see a member of the senior leadership team.

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 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). They will still be given opportunities to demonstrate the expected prosocial behaviour. Interventions will be put into place to allow the pupil to learn and practise 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 like: "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 to 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 able to work sensibly again with others. Any pupil removed should always be supervised by a TA or sent to the Head Teacher.

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 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 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 on My Concern. 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.

Great Wilbraham CE Primary Academy recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. Bullying is recognised by Great Wilbraham as being a form of child-on-child 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.

We have a Designated Mental Health lead. Her name is Kim Crisp. She can be contacted by parents for support with issues around bullying. Children can talk to our ELSA and Mental Health First Aider Charlie Brown.

## **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/transphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

## **School Ethos**

Great Wilbraham 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 anti-bullying 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 confidentiality 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 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 perpetrator, 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, ELSA or a member of staff of their choice.
- 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 that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

#### **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 adults and children (peer on peer abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately 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 brought to the schools' attention, which involves or affects 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 support 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 antibullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

**Appendix 2 Behaviour Non-Negotiables**

**Non-negotiables for the school**

<b>Classroom</b>	<b>Playground</b>	<b>Field</b>	<b>Lunch hall</b>	<b>Moving around the school</b>
<ul style="list-style-type: none"><li>• Walking around the classroom</li><li>• Appropriate volume of voices</li><li>• Treating classroom equipment with respect</li><li>• Keep it tidy</li></ul>	<ul style="list-style-type: none"><li>• Treating the playground equipment with respect</li><li>• Keep it tidy</li><li>• Stop still when you hear the bell</li><li>• Walk to your class lines</li><li>• Kind hands and words</li></ul>	<ul style="list-style-type: none"><li>• Treating the field equipment with respect</li><li>• Keep it tidy</li><li>• Stop still when you hear the bell</li><li>• Walk to your class lines</li><li>• Kind hands and words</li></ul>	<ul style="list-style-type: none"><li>• Appropriate volume</li><li>• Lining up sensibly</li><li>• Always use your manners</li><li>• Try your best to use a knife and fork</li><li>• Tidy up after yourself</li><li>• Walk around the hall</li></ul>	<ul style="list-style-type: none"><li>• Always walk</li><li>• Look out for others and how you can help them</li><li>• Silently move around school</li><li>• Keep it tidy</li><li>• Greet others</li><li>• Be aware of visitor procedures</li></ul>

<b>Collective Worship</b>	<b>Toilets</b>	<b>Library</b>	<b>Lilibet Garden</b>	<b>Shed</b>
<ul style="list-style-type: none"> <li>• Walk in and out</li> <li>• Be silent</li> <li>• Sit on your bottoms</li> <li>• Participate as best you can</li> <li>• Face the front</li> <li>• Be a role model</li> <li>• Be respectful of the Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the toilets as you would want to find them</li> <li>• No more than 2 people in the toilets</li> <li>• Report any concerns</li> <li>• Wash your hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in and out</li> <li>• Use inside voices</li> <li>• Look after the books at school and at home</li> <li>• Keep it tidy</li> <li>• Report any concerns</li> <li>• Leave recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• No running</li> <li>• Respect others' need for a quiet space</li> <li>• Report concerns</li> <li>• Respect the wildlife</li> <li>• Be aware of stranger danger</li> </ul>	<ul style="list-style-type: none"> <li>• No going behind the shed</li> <li>• Only the monitors and adults should go in the shed</li> <li>• Report any broken equipment</li> <li>• Leave the door closed</li> </ul>

<b>Cloakroom</b>	<b>ELSA Area</b>
<ul style="list-style-type: none"><li>• Walking around the cloakroom</li><li>• Appropriate volume of voices</li><li>• Treating equipment with respect</li><li>• Keep it tidy</li><li>• No pushing or shoving</li><li>• Giving personal space and respect to others</li></ul>	<ul style="list-style-type: none"><li>• Walking around the area</li><li>• Appropriate volume of voices</li><li>• Treating equipment with respect</li><li>• Keep it tidy</li><li>• Respect other people's privacy</li></ul>



The Diocese of Ely

**ACT** Multi  
Academy  
Trust  
**Agapé, Courage  
Thankfulness**



**Appendix 3 Behaviour Flowchart**



**Therapeutic Thinking Graduated Response**

<p><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<p><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<p><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:             <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<p><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<p><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>

