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Policy: Behaviour ('Relationships') Policy
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Building foundations for a love of life, a love of learning and a love of one another.

1.   Overview

Key aspects of this policy include:
1. Introduction
2. Aims
3. Bronze Expectations
4. Staff Responsibilities relating to 'Bronze Expectations'
5. Responses to Expected Behaviour
6. Misbehaviour
7. Specific Behaviour Needs
8. Positive Touch
9. Positive Handling (Team Teach)
10. Home/ Parent Links
11. Serious Incidents.
12. Appendices; Behaviour Expectations (A), Rewards (B), Levels of Behaviour Management (C), Stop, Drop & Think (Thrive) Script (D), Anti-Bullying and Red Behaviour Conduct Statement (E), Rights and Responsibilities (F)

It is however important that this Behaviour ('Relationships') Policy should be read in conjunction with;
-The School's Vision and Aims
-The Safeguarding (Child Protection) Policy
-Our School Offer of Early Help
- Staff Behaviour Policy (GCC & Schools Employment Handbook adopted)
-The Single Equality Policy
-Inclusion and SEN Policy
-School Information Report
-Anti-Bullying Policy
-Attendance Policy

Within this policy, in Appendix E, we include our Anti-Bullying and Red Behaviour Conduct Statement. This makes explicit our procedures in relation to Bullying, Racism, Homophobia and Radicalisation.

2.   Introduction

We are very proud to be recognised as an 'Embracing Thrive' school, as well as having achieved our 'GHLL Mental Health Award'. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting.

This Behaviour ('Relationships') Policy is underpinned by a Whole School Thrive Approach, the use of Restorative Practice, and various research and reading for example Paul Dix (2017).

At Upton St Leonard's CE Primary School, we aim to continually deepen our understanding of how social and emotional learning develops and the impact that trauma and Adverse Childhood Experiences (ACE's) can have on children- supporting our capacity and availability for wider academic learning.

Thrive states that children need 'clear, consistent boundaries' ('containment') and we therefore ensure that an individual's need and learning does not adversely impact on another's. The development of positive social, emotional and learning behaviours is at the heart of our Behaviour ('Relationships') Policy. 'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ' (Duckworth and Seligman 2005).

At Upton St Leonards CE Primary School we are very aware that unless pupils feel safe, feel special and to have their needs met, they will be unable to access learning. Our Behaviour ('Relationships') Policy therefore reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community.

We use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Although the emphasis of this policy will be on these theories, we will reserve the right to ensure there is a consequence for serious misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators, to teach children that in society, there is a consequence for serious misbehaviour.

Both the Thrive Approach and Restorative Practice centre heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult interactions. For this reason, this policy will also be known as our 'Relationships' Policy.

2. <u>Policy Aims</u>

- To ensure that every child who leaves Upton St Leonards CE Primary School is emotionally ready to take on new challenges as well as academically equipped to reach high achievement in whatever they put their mind to.

- To establish clear expectations of behaviour.

- To establish and maintain consistency in managing pupil behaviour across the school.

- To foster strong relationships, providing opportunities to develop empathy and, caring about the needs and rights of others.

- To encourage pupils to conduct themselves in a responsible, reflective and self-disciplined manner.

- To understand behaviour as a form of communication and to look behind it, to establish the 'unmet' need.

- To focus on 'problem solving' rather than 'punishing' or 'sanctioning'.

- For children see mistakes as an opportunity to learn.

- To ensure that all behaviour is dealt with in a kind, but firm manner.

- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary;

3. Bronze Expectations

Children need consistency and predictability, because of this, we have 3 key rules that we use across the school which all stakeholders recognise as our 'Bronze Expectations'.

Our 'Bronze Expectations', which are known as 'RRS' within our school community, are:

-Show a positive attitude towards our learning (Ready)

-Be kind and respectful to others (Respectful)

-Look after the school and its environment (Safe)

Further guidance on Expected Behaviours is available in Appendix A.

Bronze expectations are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following principles;

Reflecting our Core Christian Values

Everything we do in school is informed by the Christian values that permeate all aspects of school life. As a Church of England School we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this 'Relationships' Policy and that disagreement and conflict should be dealt with based on Christian principles of forgiveness, reconciliation and restorative justice.

Learning Behaviours

Good behaviour may typically be described as, for example, sitting appropriately on the carpet, being kind to others, or being polite and well-mannered. At Upton St Leonards CE Primary School, we recognise that good behaviour should not only be thought of in this purely conventional sense. We also work hard to develop a wide range of *learning behaviours* which we believe will help our pupils to be successful throughout their school lives and ensure they become successful adults. We aim to develop children's ability to discuss their learning and help them to develop learning behaviours such as:

Independence: managing time, managing personal possessions, taking responsibility, making good choices, aiming for excellence, setting high standards.

Collaboration: working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating.

Resilience: persevering, being determined, recognising that making a mistake is part of learning, identifying achievable goals, being able to give things another go following a setback.

Risk Taking: taking risks, thinking creatively, trying lots of different ideas, being curious and original, making connections, questioning, pushing self to try new things, knowing that learning sometimes involves being outside our 'comfort zone'.

Reflection: identifying what is good or not so good about work or ideas, supporting peers with improving, taking pride in their own and others work and achievements, seeking feedback, always looking for ways to improve.

Thinking: Asking questions like - 'what if?' or 'how?', considering different options, thinking imaginatively to solve a problem, challenging ideas and thoughts in a constructive way.

Rights, Respect, Responsibilities

Much of what we do in school is underpinned through our focus on Rights, Respect and Responsibilities. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults themselves and between pupils. This is central to

our ethos and so to our approach to teaching and learning, behaviour and the curriculum itself. Please see Appendix F for further information.

4. Staff Responsibilities relating to 'Bronze Expectations'

In order to assist with the implementation of this policy, staff should behave in a way that;

- Ensures that they are good role models for pupils;

- Fosters a strong relationship between themselves and pupils;

- Ensures that their personal emotions do not impact their behaviour and that they always respond in a 'calm' manner;

- Reminds children, of our 'Bronze Expectations' at all times to ensure consistency e.g. when moving around school i.e. walking in single file, walking on the left - no running ('safe');

- Ensures 'Stop, Drop & Think' (Thrive VRF's) are consistently used with the pupils they work with (Appendix D);

- Ensures our common reward system is used throughout school with House Points awarded for academic and non-academic achievement and effort (currently Epraise);

- Ensures misbehaviour is dealt with in private wherever possible;

- Actively supports parental involvement in school and reminds parents that they have a valuable role to play;

- Supervises children to and from classrooms, into cloakrooms and to and from the playground wherever possible (year groups can work together on this);

- Encourages toilet visits at breaks and lunchtimes;

- Ensures copies of the Positive Behaviour ('Relationships') Policy are included in parental information packs;

- Uses identified procedures for non-attendance, persistent lateness (Please see our Attendance Policy for further information);

- Involves outside agencies where necessary through consultation with the Inclusion Lead;

- Uses key words for reinforcement relating to the school values and the principles of this policy e.g. love, respect, honesty, friendship and bronze/expected behaviours

In addition, staff should carefully consider classroom design and routine in order to support pupils, ensuring that;

- They place importance on making every pupil feel special (e.g. through class routines such as standing at the classroom door and uniquely greeting every child that comes in);

- Establish defined classroom areas including an 'area of containment' or 'safe space' within the room;

- The plan for the day is clear and shared through the use of a visual timetable;

- Label resources clearly and make them easily accessible;

- Design classroom layout to facilitate ease of movement;

- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly;

- Place emphasis on independent learning;

- Avoid queues;

- Be well prepared and organised;

- Allow adequate time for tidying up;

- Make expectations clear to children and parents, when applicable;

- Share responsibilities between all children;

- Maintain a quiet, calm atmosphere;

- Encourage children to raise their hands rather than interrupt;

- Send children to collect resources in small groups;

- Be ready in the classroom to greet children before the start of each lesson;

- Involve children in the organisation of systems wherever possible;

- Be positive e.g. use of 'Walking, Thank you', rather than 'Don't run'.

5. <u>Responses to Expected Behaviour</u>

We base our approach to behaviour management upon a range of rewards, which are given regularly and sometimes publicly, as we believe in the encouragement of desirable behaviour. We also want to recognise the majority of children who are consistently behaving well in school.

House Points* - Awarding House Points to pupils is the principal way in which good behaviour is rewarded from Year 1 onwards at our school. Again, praise and recognition for effort and hard work reinforces our positive behaviour messages. *Further guidance on how House Points are awarded is available in Appendix B (Rewards).*

The House Point system operates consistently throughout the school as follows:

- Classes are divided into 4 Houses - Ash, Oak Beech and Elm (mixed ability and behaviour);

- House Point awards are recoded using a common reward system throughout school (currently Epraise)

- Pupils are expected to display 'Bronze' behaviours at all times and are regularly awarded House Points for meeting these expectations;

- Children will also be awarded extra House Points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours;

- House points that have been awarded should not be taken away;

- Each term the House with the most House Points is awarded a non-uniform day.

Celebration Assemblies - Exceptional effort or achievement may be included in our weekly Celebration Worship. Children may also have a special mention on the weekly Newsletter.

House Point Star Badges - When children have attained over 500 House Points in one term they will be awarded a star badge in their House colour during our Celebration Assemblies.

Class Reward Systems - Each class teacher may choose to establish a class reward system appropriate to the age range or needs of the class.

'Beyond Expected' (Silver) and 'Exceptional' Behaviour (Gold) - 'Beyond Expected Behaviour' (Silver behaviours) and 'Exceptional Behaviour' (Gold behaviours) are worth more House Points than 'Expected' (Bronze behaviours).

Silver is worth 5 House Points and Gold is worth 25 House Points.

Silver and Gold House Point Awards are celebrated, often publically, with a clear explanation of why the award has been given, to encourage others to follow the example set by others.

A more detailed explanation of how Silver and Gold behaviours are awarded can be found in Appendix B (Rewards).

Epraise Achievements - Achievements can be earned through the Epraise system in recognition of

Achievements relating to the overall numbers of House Points pupils have earned. Children can also exchange House Points they have earned for rewards from the Epraise Shop. The shop will be open on a regular basis, run by The Inclusion Team. Epraise rewards information is included in Appendix B (Rewards).

Behaviour Ambassadors - Some children are also selected as exceptional role models or school ambassadors; these will take the form of School Captains and 'Behaviour Ambassadors'. As part of this privileged responsibility, they will represent the school and speak on behalf of the pupils at events with parents/carers and other stakeholders.

Recognition and approval across the school may also include;

- **Verbal praise and positive comments** - Class and supply teachers, lunchtime supervisors and teaching assistants will be encouraged to comment on good behaviour related to 'RRS' or 'values language' in order that children understand what the value, e.g. friendship, looks like in practice.

We encourage staff to ensure that praise is specific so the pupil knows staff have paid full attention to them and that they know exactly what they have done well. Through the use of the Thrive Approach, we regularly use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just then."

- **Stickers** - A reward sticker may be awarded for particularly good work and/or behaviour by a class, group or individual child. The Head Teacher may also award a 'Head Teacher's Award' sticker for good behaviour or work.

- **Public display of work**

- **Positive feedback to parents**

6. Misbehaviour

Recent Research in Neuro-Science, Child Development and Attachment Theories tell us that all behaviour is a form of communication. Research draws us to an 'iceberg model' to describe human behaviour. On an iceberg we are always drawn to the most fascinating part, which typically is that that floats above water. In actual fact, only about one tenth of it is actually visible above water. The size and shape of the underwater portion is difficult to judge by merely looking at the portion above the surface.

When we apply the iceberg theory to people, it is clear that 'above the waterline' reflects behaviours, while 'below the waterline' reflects the factors that drive those behaviours. Our natural default seems to be an investment in addressing the visible behaviours, when if we addressed the cause, we would indefinitely see a greater impact, potentially avoiding negative behaviours all together.

Staff at Upton St Leonards are therefore encouraged to use this model with pupils, in turn making reasonable adjustments to meet their underlying emotional needs.

Managing Misbehaviour

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our school Christian values, will not be ignored, but will be dealt with using a kind, but firm stance using both Thrive and Restorative Approaches.

Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'.

Children who begin to misbehave or show signs of dysregulation should;

1. Be reminded of our school rules of 'Ready, Respectful, Safe' and the rights of others;

2. Be given a warning and a choice, and reminded of the consequences. Teachers can also choose to use a white card as a visual prompt to reduce the amount of negative language used;

3. Be given take up time to reflect and make the choice;

4. Have a restorative conversation with their teacher/ TA using the principles of 'Stop, Drop, Think' which includes problem solving. This means they will not receive 1 House Point for meeting expectations in that session and that it will be logged on EPraise that they had a 'Restorative Conversation'.

Pupils will know what the consequences of misbehaving will be as these are consistently shared by all staff.

The age of the child will be taken into account when considering the expected behaviours and consequences of actions and in some scenarios there will need to be an element of professional judgement made by the teacher.

Allowances should be made for those pupils with specific needs or certain conditions and it will be appropriate for some pupils to have their own Pastoral Support Plan (PSP) or Behaviour Support Plan (BSP) with their own rewards and consequences. Inclusion rooms, such as 'The Hub' and the Inclusion Office, can be used by any pupil in need of a refuge. This includes pupils needing a quiet atmosphere to help them calm down.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

'Serious Misbehaviour' (Repeated Ambers or Red)

If, despite being given a warning and having a 'Stop, Drop, Think' conversation *(Appendix D)*, children still make an unwanted choice in their behaviour, they will be given a brain or movement break. This could include working in a quieter area of the school, working in another classroom, going to a 'safe space' within the classroom or going to 'The Hub' (Our Thrive Room). Where they go, will be a professional judgement call of the teacher who has a knowledge of the child. This action being taken, means they will not receive 1 House Point for meeting expectation in that session and that it will be logged on EPraise that they spent time in a 'Partner Class'.

If, despite time in a partner class or elsewhere, the behaviour does not improve, or the child continues to misbehave when they re-enter their classroom, the child will be sent to a member of the Senior Leadership Team. This will either be immediately, or at break time, whichever the class teacher deems most appropriate. A missed break time will be used as a time for the pupil to reflect on their behaviour. Wherever possible, misbehaviour will be addressed on the same day.

Missed break times with the Senior Leadership Team will either involve a 'relevant consequence' e.g. a child completing the work they did not do in the lesson, or a 'Stop, Drop, Think' conversation, sometimes involving others that were affected. Alternatively, a 'Behaviour Reflection Log' may be used.

Restorative conversations, or use of 'Reflection Logs' will address the following;

1. What were you thinking or feeling at the time?
2. What happened?
3. Who was affected?
4. How did this make people feel?
5. How have you felt since?
6. What could you do to put things right?
7. How can we do things differently in the future?

Repeated Reds, or Serious Reds, will be referred to the Senior Management Team. *A more specific explanation of this process can be found in Appendix C (Levels of Behaviour Management) and D (Stop, Drop & Think-Thrive Approach).*

7. Specific Behaviour Needs

'Individual Behaviour Support Plans' are written for pupils with significant behaviour needs. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour. Often reward charts or Positive Behaviour Trackers are used to track, motivate and record good behaviour. The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Behaviour Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings. If continued poor behaviour places the pupil at risk of exclusion a 'Pastoral Support Plan' may be deemed more appropriate to meet the pupil's needs.

Further information on this can be found in Appendix C (Levels of Behaviour Management).

8. Positive Touch

All staff at Upton-St Leonards CE Primary School receive Thrive Awareness Training. We also have four Qualified Thrive Practitioners which all staff can seek professional guidance from. In addition to this, a large number of staff are Team Teach trained *(see Section 9 for further information on Team Teach).* Both the Thrive Approach, and the Team Teach approach, adopt the use of 'Positive Touch'.

Upton St Leonards CE Primary School, has therefore adopted an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning. Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.

It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this, under special, agreed and supervised conditions, staff will consider using safe touch as one of the means available to them, for example to calm a distressed child, to contain an angry child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Further information on the use of 'Positive Touch' can be found within our 'Positive Touch' Policy.

The use of 'Positive Touch' is also referenced in our 'Stop, Drop, Think' approach which can be found in Appendix D.

9. Positive Handling - Team Teach

Some members of staff are trained in using Team Teach positive handling techniques. A list of trained staff is available from the school office and is always displayed in the staff room.

The fundamental principle of Team Teach is de-escalation. Team Teach supports that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective.

Team Teach training is designed to minimise risk and help people build and maintain positive relationships. Team-Teach training is affiliated to The General Services Association and its courses have been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015). Team Teach training is valid for 3 years.

Team Teach trained staff have the power to use reasonable force to:

- Restrain a pupil at risk of harming themselves through physical outbursts;

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; (DFE circular Jan 2016 Behaviour and Discipline in Schools).

Reasonable force is using no more force than is necessary based on the individual child and circumstances. If positive handling is used, it must be reasonable, proportionate and necessary.

For further information, please see our 'Positive Handling Policy'

10. <u>Home / Parent Links</u>

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations ('Bronze Expectations') through parent information evenings, the sharing of this Behaviour ('Relationships' Policy), the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Rewards, achievements and behaviour incidents will be shared with parents/carers via the pupils' diary, phone calls home, texts and online information systems. Parents/carers should contact the Class Teacher with any issues or concerns that they have.

A more detailed description of how parents will be included with supporting positive behaviour is detailed within Appendix C (Levels of Behaviour Management).

11. <u>Serious Incidents</u>

More serious incidents must be dealt with in a more formal way. There is no place in our school community for; harassment (sexual, racial or other), bullying, homophobia, radicalisation, violence, vandalism, stealing, rudeness to adults or each other, or bad language. Serious incidents are reported to a member of the Senior Management Team who logs the incident on CPOMS. These are always reported to the Head Teacher.

See Appendix C for more information.

Appendix A

Behaviour Expectations

These expectations will be shared with the pupils and displayed around the school. All staff are expected to consistently refer to these when managing behaviour, both in the classrooms and for those times that we are out of class.

Positive Behaviours

Bronze Behaviours (expected)

- Show a positive attitude towards our learning (Ready)
- Be kind and respectful to others (Respectful)
- Look after the school and its environment (Safe)

Silver (Beyond expected) or Gold (Exceptional)

- Contribution to the school and/or community
- Piece of work
- Attitude to learning
- Role model or school ambassador

Misbehaviour

White - Staff will give a warning to pupils either verbally or through the use of a white 'warning card' to give pupils a choice, and remind them of the consequences of any unwanted behaviours.

Amber (Misbehaviour)

- Distracting others
- Refusing to follow instructions
- Rough play
- Running inside school
- Being unkind or disrespectful to others
- Answering back to an adult

Red (Serious Misbehaviour)

- Continuous amber behaviours
- Bullying
- Hurting someone else on purpose
- Arguing with, or shouting at an adult
- Bad language
- Damaging property
- Stealing
- Leaving school without permission

Appendix B

Rewards

House Points

Children are to be awarded the following House Points for demonstrating expected, beyond expected or exceptional behaviour. We use a common reward system throughout school with House Points awarded for academic and non-academic achievement and effort (currently Epraise).

Number/name	Description	Frequency
1 HP (Bronze)	Basic and frequent rewards for meeting expectations	Teachers are to award a Bronze Award every session for children that have met expectation. Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
5 HP (Silver)	**Beyond expected:** effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a ***very rough guide***, teachers should look to award a Silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.
25 HP (Gold)	**Exceptional:** effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances! Very rare!

There are a total of 6 sessions in a school day. Children will be awarded House Points for each session.

These consist of:

Key Stage 1:

Lesson 1 (session 1), break time (session 2), lesson 2 (session 3), lunchtime (session 4), lesson 3 (session 5) and break until the end of day (session 6).

Key Stage 2:

Lesson 1 (session 1), break time (session 2), lesson 2 (session 3), lunchtime (session 4), lesson 3 (session 5) and lesson 4 (session 6).

House Point Badges

Children will be awarded a House Point Star Badge in their House colour once they have accumulated 500 or more House Points. These will be given to children in a Celebration Assembly.

Spending House Points

Children will have the opportunity to exchange House Points they have earned for rewards from the Epraise Shop. The shop will be open on a regular basis, run by The Inclusion Team. Staff and children are involved in suggesting rewards for the Epraise shop.

Appendix C

'Building foundations for a love of life, a love of learning and a love of one another'

Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Extra Support
Bronze	Pupil adheres to our 'Bronze Expectations'	**Staff reinforce 'Bronze Expectations'** Specific feedback is given so the pupil knows staff have paid full attention to them and what they have done well. E.g. Use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just now. You definitely look READY to learn." Consistently being Ready, Respectful and Safe throughout a session equates to 1 House Point.	Involve colleagues and parents/carers in celebration of pupil's achievements. Avoid generic terms e.g. "Well done!" and "I'm really proud of you!" Encourage the pupil to be proud of their own achievements instead i.e. "You should be really proud of yourself!"
Warning **(White Card)**	Begins to show signs of emotional dysregulation (e.g. what could be Amber behaviours i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	**Visual or Verbal Warning** Teacher gives a clear visual of verbal reminder to the child, reminding the child of our 'RRS' expectations. The teacher may also give the child a choice as part of this. This may involve the 'Wheel of Choice'. Teachers can be firm but kind. Staff will not shout or intimidate. Children should be given processing time after being given this warning.	Visual cues, use of praise, praising others who are modelling the desired behaviours.
Amber	Displays Amber behaviours despite having been given a warning e.g. some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.	**'Stop, Drop & Think.'** **Thrive VRF's** (see Appendix D) **Pupils will not receive their 'Bronze House Point' for this session.** Staff may want to build in the 'Wheel of Choice' to help solve the problem. Consideration should be given to strategies such as moving the child, sending the child to the classroom 'safe space' or giving them a 'brain break' within the classroom. Teacher records as 'Restorative Conversation' on EPraise	Informal consultation with class teacher and other colleagues, support staff and parents/carers. Best practice may be that the class teacher relays the restorative conversation had, to parents at the end of the school day.

Repeated Ambers **3**	Persistently violates the rights of others in a minor way. Displays continuing Amber behaviour e.g. distracting others in lessons or answering back	**Brain/ Movement Break/ Partner Class** Teacher to send the child on a movement break, to 'The Hub, to complete 'a job', or move them to a partner class. This will be a professional judgement call depending on the severity of the behaviour and the knowledge of the child's individual needs. VRF's and an understanding of what might be triggering the behaviour should be considered at all times. Teacher records as 'Partner Class' on EPraise	Bronze Expectations relayed to the pupil by the Class Teacher. The Class Teacher can speak to the Inclusion Team if they feel extra support is required at this point. Best practice may be that the class teacher relays the missed break time to parents at the end of the school day.
Red **R**	Continually displays Amber behaviours despite movement break/ intervention support. Displays a red behaviour e.g. bad language, bullying, hurting	**Pupil is sent to a member of the Senior Leadership Team.** Should SLT be available or the teacher feels it more appropriate, the pupil can be sent straight to a Senior Leader for the rest of that session (if in lesson). The child will spend their lunchtime with SLT. The amount of time they spend with them will be at the discretion of the Senior Leader. This will either involve a 'relevant consequence' e.g. a child completing the work they did not do in the lesson, or a 'Stop, Drop, Think' conversation with a view to making amends, sometimes involving others that were affected. Alternatively, a 'Behaviour Reflection Log' may be used. SLT make a phone call home or sends an email to the parent. SLT records as ' SLT Restorative Exploration-R' on EPraise and 'Red' on CPOMS.	The Inclusion Team and class teacher may decide that the pupil needs a BSP / PSP if repeated ambers or reds persist. SLT can also liaise with the Inclusion Team. A daily behaviour report and reward chart may be implemented in accordance with BSP.
3 Repeated Red behaviours in a school week (5 days) or a very serious incident 	Despite support, continues to seriously violate the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative.	**Pupil is sent to SMT** The member of SMT has a restorative conversation with the child with a view to making amends. Alternatively, a Reflection Log is completed by the child. A phone call home is made or an email is sent to the parent. After discussion with parents/ carers, if the situation is persisting, a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be excluded either internally, externally for a fixed term, or permanently. Where incidents of extreme behaviour occur, exclusion may be considered straight away. SMT records as 'SMT Restorative Exploration-SR' on EPraise and 'Red' on CPOMS.	Inclusion Team input. Pastoral Support Plan. Family Support Behaviour Support. Other external outside agency support as appropriate.

'Building foundations for a love of life, a love of learning and a love of one another'

Stop, Drop & Think

> **Stop what you are doing and focus in on the child, showing them full attention so that they know that you care. Look at what you know so you have all the information on the situation.**

1. Attune
The member of staff gets down to the child's level & 'catches and matches' their feeling. It is important to mirror the behaviour, speaking calmly and slowly, using positive touch if possible e.g. hold their hand or put a hand on their shoulder. Try and keep eye contact.

2. Validate
Let the child speak, using the term 'wondering' to try and encourage the pupil to explore the incident for themselves. Use adult speak to repeat what they've said to make it clear.

Validate their feelings. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

3. Contain & Regulate
Depending on the child, ensure the child is contained e.g. letting them know what is going to happen and when; moving them to a 'safe space' (area of containment) inside or outside the classroom; or giving them some form of sensory stimulation e.g. fidget toy, calming music, a book etc. You may want to build in the 'Wheel of Choice'.

4. 'Shine the Light' (Problem Solving)
Don't give children the solution but support them in finding it. Use the language of 'wondering' to explore incidents as to not put pressure on a pupil who is already dysregulating or is not ready to share their experiences e.g. "I'm wondering if this might have happened….". If they offer it, take it. It is then agreed.

If another pupil was involved, try and build in how that person might have been feeling, or how they were affected. Again, this could be through the language of 'wondering'; "I'm wondering how that might have made xxxx feel?"

5. 'Making Amends'
Once the child has solved the problem, talk to them about making amends (Don't use the word sorry as this can be an 'empty' word).

This could be tidying up if they have made a mess or damaged something, writing an apology letter, making a card, or simply giving someone a hug.

If two people are involved, encourage positive touch through a hug or if they are not comfortable with this, a secret handshake for example.

6. 'Notice' afterwards…
Once the child is regulating again and returned to learning, begin to give specific praise again using the language of 'noticing' e.g. "I noticed that…." (Reinforcing 'Bronze Expectations').

Anti-Bullying and Red Behaviour Conduct Statement

Aims

The aim of the anti-bullying and Red Behaviour Conduct Statement is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied, subject to racism, homophobia or radicalisation.

This statement aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying or related behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying, racism, homophobia and radicalisation are.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a positive environment.
- Show commitment to overcoming bullying, racism, homophobia and radicalisation by practising zero tolerance.
- Identify and deal with incidents of bullying, racism, homophobia and radicalisation consistently and effectively.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling)
- Indirect (spreading rumours, excluding someone from social groups).

Children must be encouraged to report bullying in school to a teacher, staff member or through the e-praise reporting system.

Racism and homophobia may be on an individual basis and may not be overtime, they are defined as actions or comments that are prejudicial against another person's ethnicity, culture, religion or sexual orientation.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that

(1) reject or undermine the status quo or

(2) reject and/or undermine contemporary ideas and expressions of freedom.

This statement is designed to ensure that as a school we are alert to signs of bullying, racism, homophobia and radicalisation and act promptly and firmly against these.

Why is it Important to Respond to Bullying, Racism, Homophobia and Radicalisation?

Bullying, racism and homophobia hurts; no one deserves to be a victim of these actions. Everybody has the right to be treated with respect. Children who are bullying or who are racist or homophobic

need to learn different ways of behaving.

Bullying, racism and homophobia can cause stress and can affect a child's health. In addition, protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying, racism, homophobia and radicalisation.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied, subject to racism or homophobia or is at risk of radicalisation. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what's wrong
- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

These signs and behaviours could indicate other problems, including abuse and reference should be made to the Safeguarding Policy but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school's 'positive approach to behaviour' please see the school's behaviour policy. Or 'Inclusion and SEN Information Report' will also give you guidance on additional support that is available for individual pupils.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door ethos in the school.

- Encouraging pupils and parents to report incidents – being a listening school
- Raising awareness of bullying, racism, homophobia and radicalisation.

Promoting Anti-bullying and celebrating ethnic, cultural and religious diversity

As a school we are committed through our Christian Values, Collective Worship and wider curriculum to promote anti-bullying and ethnic, cultural and religious diversity. We have in place a British Values Policy Statement that also reflects how we operate as a school. We regularly highlight the processes for reporting incidents and share in anti-bullying weeks/days.

Procedures

It is recognised that incidents of bullying, racism, homophobia and radicalisation occur in schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner.

A pupil or parent may report an incident to any member of staff, or through e-praise but the responsibility for ensuring all incidents are consistently dealt with lies collectively with the Head Teacher, Class Teacher and the Inclusion Lead, with the Head Teacher as the lead professional. All bullying, racist or homophobic incidents therefore must be reported to the Head Teacher. All concerns in relation to radicalisation must also be reported directly to the Head Teacher.

The Head Teacher will be responsible for embedding anti-bullying and related awareness in the policies and practices of the school. The Head Teacher along with the Senior Management Team and Class Teacher will be in charge of the overseeing and recording any incidents of bullying, racism and homophobia on e-praise and CPOMS, concerns in relation to radicalisation will be logged separately. All incidents of bullying, racism, homophobia and radicalisation will be reported termly to School and Community governors. All incidents will also be reported termly through the Head Teacher report.

The following steps may be taken when dealing with incidents of bullying, racism or homophobia:

- If bullying is suspected or reported, the incident will be passed on immediately by the member of staff who has been approached to the Head Teacher or another member of the Senior Management Team in their absence.
- The Head Teacher/ member of the Senior Management Team lead investigate alleged bullying by consulting the victim(s).
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and recorded and acted upon.
- If deemed to be bullying, the Head Teacher/member of the Senior Management Team will speak to the pupils involved and proceed accordingly. Parents of the victim and perpetrator will be informed as immediately as possible (within 1 working day) and this will be undertaken by the Head Teacher/ member of the Senior Management Team . A written copy of events will be kept and this will be updated until the situation has been resolved.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's Positive Behaviour ('Relationships') policy.

The following steps may be taken when dealing with incidents of radicalisation:

1. If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist they must inform the Head Teacher.

2. They will then take advice as to whether a Referral Form needs to be completed in line with the Safeguarding Policy

3. Send to Social Services for assessment

4. Subject to Social Services assessment Inter-agency procedures may follow including

5. Escalation to Channel

Support in Incidents of Bullying, Racism and Homophobia and Radicalisation

The support offered for a pupil at risk or involved in radicalisation will come through the Channel programme. All incidents related to bullying, racism and homophobia are addressed in the following ways.

Victim Support

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

Over a period of time the Head Teacher will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the Head Teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence. Additional intervention support is available if required.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s) Support

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully/racist. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and GFAPS

Summary

As a school, we are aware of the ethnic diversity and cultural backgrounds of all our pupils. We ask that all our staff read the following document in understanding the wider context of our role in addressing bullying, racism, homophobia and radicalisation.

'Bullying around racism, religion and culture' DFE Publication 2006

Appendix F

Rights and Responsibilities

Introduction

Our behaviour philosophy is built on the UN Convention on the Rights of the Child, in particular, Article 12 (Respect for the Views of the Child), Article 28 (Right to Education), Article 29 (Goals of Education) and Article 30 (Children of minorities/indigenous groups). By focusing on these articles we strive to develop individuals who value learning and who demonstrate the learning behaviours and attitudes that will help them and others to reach their full potential.

Rights and Responsibilities - These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

Teaching Staff

Teaching staff rights:

- to be able to teach;
- to feel safe;
- to be supported by colleagues;
- to be listened to;
- to have access to continued professional development.

Teaching staff responsibilities:

- to enable all pupils to learn;
- to seek and celebrate improvements in learning;
- to treat pupils with respect;
- to create a positive classroom environment in which pupils feel safe and able to learn;
- to ensure that all pupils are accessing their curriculum;
- to treat each child as an individual.

Pupils

Pupils' rights:

- to be treated with respect;
- to be safe;
- to learn;
- to be listened to;
- to be understood and supported Pupils' responsibilities;
- to be willing to learn;
- to allow others to learn;
- to co-operate with staff and peers;
- to try their best.

Whole Staff

Whole staff rights:

- to be able to work without hindrance;
- to feel safe;
- to be supported by colleagues;
- to be listened to;
- to have access to continued professional development.

Whole staff responsibilities:

- to treat pupils with respect;
- to treat colleagues with respect;
- to create an environment in which pupils feel safe and happy.

Parents/Carers

Parents/carers' rights:

- to feel welcome;
- to know that their children work, play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents/carers' responsibilities:

- to encourage and support their child in their learning;
- to work with school to develop independence and self-discipline within their child.