# Southville Primary School

## Relationships and Behaviour Policy

*Trauma Informed*

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| **Policy written by:** | Gareth Potter (Deputy Headteacher, Pastoral); Andy Bowman (Headteacher); Senior Leadership Team in consultation with staff and parents. |
| **Ratified by Governing Body:** | 19.4.23 |
| **Future review date:** | March 2025 |
| **Signed:** (Headteacher) | *[signature]*     **Date:** 19.4.23 |
| **Signed:** (Chair of Governors) | **Date:** 19.4.23 |

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# Overview

This policy has been developed by guidance, provided by the local authority, on schools' legal obligations and has been informed by the Department for Education's documents:

- Behaviour and discipline in schools (DfE: January 2016)
- Use of reasonable force: Advice for headteachers, staff and governing bodies' (DfE: July 2013) Use of reasonable force in schools - GOV.UK (www.gov.uk)
- Reducing the need for restraint and restrictive intervention Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)
- Searching, screening and confiscation; Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

This policy is designed to promote a positive ethos of good behaviour in which children can learn and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

This policy should be read in conjunction with our:

• Safeguarding and Child Protection Policy.
• Anti-bullying Policy.
• E-Safety Policy.
• Management of allegations against staff and volunteers Policy.

This, and all our policies, acknowledge the school's legal duties under the Equality Act 2010, in respect of pupils with special educational needs and disabilities (SEND) and protected characteristics such as disability, gender, sexual orientation, ethnic or national origin and religious or non-religious belief.

# Governors' Statement of Behaviour Principles

- Southville Primary is an inclusive school. We aim to provide everyone in school with a calm, safe and caring environment in which acceptance, kindness, understanding and respect for others is fostered.
- Children will be encouraged to 'Aim High', 'Be Kind' and 'Behave Safely' and these behaviours will be positively recognised.
- We seek to foster positive connections; children should be accountable for their actions and the potential impact on themselves and others. Consequences for unacceptable behaviour should enable children to reflect on, and learn from a situation, and to make reparation wherever possible.
- Children will be supported to build self-discipline, empathy and emotional resilience through the provision of in-school support to develop strong self-regulation systems. We will provide creative, flexible and imaginative support, tailored to each child's needs.
- Adults in school should model, uphold and promote the school's values. They should encourage positive behaviour and uphold principles of fairness with all members of the school community.

- The school will work in partnership with parents and carers to develop and promote positive behaviours, and seek advice from appropriate third parties wherever necessary.
- Everyone in school should trust they will be listened to and supported. Everyone should be free from discrimination, harassment and victimisation of any kind. Bullying or harassment of any description between members of our school community is unacceptable, even if it occurs outside of normal school hours. We will have the courage to challenge these negative behaviours.
- Our approach to behaviour is holistic and trauma-informed. We endeavour to address the causes of negative, unsafe or harmful behaviour, so that children can remain in our environment. Where robust responses are required, they must be appropriate and proportionate. Exclusion will always be a last resort and undertaken in accordance with guidance from the Local Authority.

## Policy Aims

Our school aims to provide all users with a calm, safe and caring environment in which tolerance, understanding and respect for others is fostered.

It is the responsibility of our school, and those working in it, to provide an environment in which all children and staff can learn and thrive. All staff encourage the highest standards of behaviour, collectively and individually, supporting and guiding the children's self-discipline in a supportive whole school atmosphere.

We strive to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to each other, to the school environment and our wider school community.

At Southville Primary School we recognise that all behaviours are communication. We believe that children need to be taught in a way that enables them to develop the skills required to support them in communicating emotion in a positive and safe manner successfully throughout their lives.

We strive to support our children to co-regulate and self-regulate their behaviour and know how to identify, name and manage their emotions through the Zones of Regulation framework. We will teach the children when to seek help and support, whilst also supporting them in developing the skill set to deal with situations independently, leading to a positive outcome. We recognise, through a Trauma Informed approach, it is important for adults to understand where a child is in terms of their mental and emotional health. This connection to each individual supports staff to identify how to differentiate their relationship with children in order to support their development. We recognise the need for all practitioners to be trained in trauma informed practice to support the child and each other.

As part of our 'Relationships and Behaviour' support we will monitor behaviour incidents to build a comprehensive reporting tool for tracking changes and triggers over time both for individuals and groups. This information will be collated on CPOMs.

This Relationships and Behaviour Policy seeks to inform, guide and support staff, pupils, parents and carers to achieve these aims through actively promoting positive behaviour by reflecting key aspects of school practice:

1. Whole school values and behaviour.
2. Expectations for the school community.

3. Behaviour, Practices and Procedures.
4. Rewards and Consequences.

# Whole school values and behaviour

This policy, as a key driver of our school ethos, is underpinned by our whole school values of Connection, Courage, Imagination and Care. Each of these values plays a key role in how we support every member of our school community to promote and maintain positive, emotionally healthy behaviours whilst preventing unsafe and harmful behaviours.

## Connection

Our value of Connection drives us to ensure that every member of our school community feels they belong and are known and understood. We endeavour to understand the emotional root of each individual's behaviour to enable us to connect effectively with the individual, family and extended community to make our school the special place it is.

Our children understand we are connected within our school community and we expect all staff to take the time within our curriculum to explicitly promote our whole school behaviour expectations.

We invest in relationships, with specific interventions (therapeutic, emotional literacy, sensory circuits) sitting alongside quality conversations to enable staff to get to know children on an individual basis, and to build the child's trust and familiarity with the adult. This is key to enabling children to feel safe enough to embrace and discuss their emotions and talk, if they wish, about traumatic experiences and/or emotions which left unaddressed may lead to dysregulated behaviours.

## Courage

Our value of Courage drives us to lean into the unknown to support each child, to explore issues around behaviour with sensitivity and a curiosity to ask, listen and understand each individual and their behaviour. We foster a classroom culture which encourages children to do the same and to share their own behaviour story with confidence. We do not 'shy away' from difficult conversations, challenging unsafe behaviours with consistency and establishing the cause of such behaviours before addressing them robustly when necessary.

We maintain a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

The school has the courage to prioritise the well-being of the staff and the members of the school community implementing this policy. The emotional well-being of staff is a daily and strategic priority.

## Imagination

Our value of Imagination encourages us to 'think freely' and we encourage children to gain insight and knowledge about their behaviour. We are committed to continuous reflection and evaluation in order to imagine an improved response to behaviours and use this to deepen our understanding and inform a stronger future for the school community. We actively promote the idea of searching for Wonderland and are unapologetically optimistic about our capacity to continually understand, learn and improve in all our behaviours.

We use the language of imagination to support coaching conversations with children, eg "Imagine if you had reacted more safely - what would this have looked like?" in order to help them to identify improved responses and develop practical strategies for supporting positive behaviour. We believe this approach develops emotional literacy and self-awareness, increasing our children's ability to self-regulate and adopt positive behavioural habits.

## Care

Our value of Care begins with kindness. As adults and children we remember that in our expressions and behaviours we must always be kind, and we couple this with a commitment to empowering others. Empowerment is the exchange of information in order to create a space in which all can thrive. It begins with a person sharing their behaviour story and being heard and understood by those around them. From this point of shared understanding, we see it is a collective responsibility to maintain a positive environment in which everyone has the support and opportunity to thrive. Children and adults are expected to care about their impact on the people around them and aim high in their interactions and relationships.

Vulnerable children can access an emotionally available adult, and know when and where to find that adult.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

We provide a clear, confidential and non-shaming system of self-referral for children's help/talk time and through this can ensure children feel valued and emotionally-regulated and therefore able to interact throughout the school day with positive social engagement.

## Expectations for the School Community

Our expectations within this policy are a means of promoting positive relationships so that children, staff and adults at home can work together in a trauma-informed way with the common purpose of helping everyone to learn. This policy supports the school community in aiming high to allow everyone to work together in an effective and considerate way.

We recognise and reward good behaviour, as we believe this will develop an ethos of positivity, care, kindness and cooperation throughout the school. Our policy is designed to strongly promote positive behaviour, rather than solely preventing unkind or unsafe social behaviour. We treat all pupils fairly and as individuals, applying the principles and processes within this policy in a consistent way.

## The Governing Body

The governing body is responsible for reviewing and approving the three school behaviour principles (Aim high, Be kind, Behave safely) and the Statement of Behaviour Principles which underpins this policy. The governing body will also review the Relationships and Behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## The Headteacher

The Headteacher is responsible for reviewing this Relationships and Behaviour policy in conjunction with the governing body, giving due consideration to the school's approach to managing all behaviour. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that doesn't meet the high expectations set out in the policy, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

## Staff

Staff are responsible for:

- Implementing the Relationships and Behaviour policy consistently.
- Modelling positive behaviour in line with our whole school expectations of 'Aim High, Be Kind, Behave Safely'.
- Providing a personalised approach to the specific behavioural needs of particular pupils through connection and communication where necessary use of the ELSA support programme with key adults.
- Teaching the children how to behave in a safe and responsible way.
- Maintaining positive and open communication with parents and carers.
- Recording behaviour incidents on CPOMs.

In the Early Years Foundation Stage, we recognise that learning self-regulation and socially appropriate behaviour is a developmental process. Our staff ensure that the children understand our whole school values through the use of age appropriate language and the modelling of positive behaviour.

The senior leadership team will support staff in responding to behaviour incidents where unsafe behaviour occurs.

## Parents and carers

Parents and carers are expected to:

- Support their child in adhering to this policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Reinforce the whole school values and approach / processes in response to behaviour.
- To work with the school in supporting their child.

## Pupils

In our school, all children are expected to:

- **Aim high -** we expect children to aim for their very best when in all school situations.
- **Be kind -** we expect children to treat each other with respect and compassion, ensuring their words and actions are rooted in care and empathy.
- **Behave safely -** we expect children to ensure their behaviour keeps those around them feeling emotionally and physically safe.

Show respect to members of staff and each other making it possible for all pupils to learn to the best of their abilities. Treat the school buildings and school property with respect, accepting responsibility for their own actions and choices.

## Positive Behaviour

### Use of Praise

Our three expectations for behaviour (aim high, be kind, behave safely) are intended to provide clear and memorable referencing point for positive behaviours which are primarily recognised and rewarded through praise. When identifying positivity throughout the school we will be:

- Ensuring that **all staff** look for instances of pupils exemplifying the school values.
- Promoting positive behaviours across the school.
- Identifying role models within the school.

The identification of individuals for praise is important for

- Raising self-esteem.
- Highlighting the child as a role model to their peers.
- Ensuring that positive behaviour is recognised and rewarded.
- Promoting a reflective, proactive culture in supporting the management of behaviour.
- Ensuring children understand the right to be treated fairly.
- Reflecting the achievements of individual pupils.
- Providing specific and meaningful feedback.

## Use of Recognition and Reward

Teaching, understanding and embedding the values of the school (Connection, Courage, Imagination and Care) will provide the school community with a holistic positive ethos. Therefore our system of recognition and reward is designed to reinforce, celebrate and promote our shared understanding of these values as outlined below:

### Connection

- **Find the meeting point:** how effectively children build, mend and maintain relationships through compromise and empathy.
- **Be Mindful:** how well children demonstrate self-awareness and emotional intelligence when responding to their own, and others' emotions.
- **Understand your story:** how children use their understanding of their own story to deepen their understanding of their emotional responses to events and situations.
- **Be a global citizen:** the extent to which children recognise their responsibility to contribute positively to their community both locally and in the wider world.

### Courage

- **Do the right thing:** the extent to which children politely and appropriately express opinions and model positive behaviours.
- **Embrace your emotions:** the extent to which children recognise and take responsibility for their emotions and related behaviours.
- **Know your superpowers:** the self-awareness required to recognise and utilise the unique individual set of emotional and practical skills we each have.
- **Lean into the unknown:** the extent to which children approach challenges in their learning and behaviour with resilience and resourcefulness.

### Imagination

- **Think freely:** the extent to which children spot opportunities to help others and make improvements and in so doing enhance the school ethos and community.
- **Create solutions:** the extent to which children actively look for ways to contribute to our ethos and improve challenging behaviours, social dynamics and conflicts.
- **Be playful:** the extent to which children contribute joy and fun to their relationships and the classroom environment.
- **Keep searching for wonderland:** the optimism and positive mindset required to continue to strive for a better future.

### Care

- **Be kind:** the extent to which children politely and appropriately express opinions and model positive behaviours.
- **Look after your world:** how children contribute in practical terms to the physical environment of the school and the wider community.
- **Empower others:** the extent to which children recognise and take responsibility for their emotions and related behaviours.
- **Aim high:** the commitment children show to maintaining the highest level of effort in all aspects of their learning and behaviour.

## Celebrating Successes

We celebrate successes in many ways, including:

- **Verbal praise** and feedback.
- **Stickers** linked to the School Values for recognition both inside and outside of the classroom.
- **Whole class recognition** system linked to the School Values (Appendix B).
- 'Celebration chest' **whole class reward** when the whole class target is achieved.
- **'Southville Star' certificates** in celebration assemblies to recognise individualise effort and achievement.
- **Whole school celebrations** linked to the values.

## Unacceptable Behaviour

Our policy is to support all individuals within our community and action will be taken if any behaviour has a negative impact on others or inhibits learning. We provide each child with multiple opportunities during the day for a fresh start and to strive for the best outcome.

Although our school aims to focus on positive reinforcement and recognition at all times, there are unfortunately occasions when some pupils may display inappropriate or unsafe behaviour. We recognise that such behaviours will almost always be driven by a level of emotional dysregulation, and that the level of dysregulation can be intensified by:

- Neuro-diversity.
- Trauma.
- Attachment-related needs.

All of our staff undergo regular training on trauma informed and attachment aware practice. All of our staff understand that presented behaviours are a form of communication and are often an outcome or a response to ACES (Adverse Childhood Experiences) and will adopt and implement trauma-informed strategies to pre-empt unacceptable behaviour.

We encourage our pupils to take responsibility for their behaviour and repair affected relationships through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This sits within the 'Care' phase of our response to unsafe behaviour (Appendix A).

We understand that the consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn that there are consequences to any unacceptable behaviour and in order to maintain the positive atmosphere and safety of our school community, these consequences may mean they miss out on certain activities or opportunities whilst we work together to ensure the behaviour will not be repeated. These natural consequences will always be proportionate in length, clear and progressive and are rooted in a clear process.

## Implementation of 'Zones of Regulation'

To support children in understanding and expressing their emotions the school implements the 'Zones of Regulation' framework. This is an approach which provides a range of strategies to help children to develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

Some of the aims of The Zones of Regulation:

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones eg. disagreement with a friend, a certain subject being taught or a fire drill.
- To help children understand that emotions, sensory experiences, physiological needs (eg. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (eg. use of putty at key times), calming techniques or thinking strategies.

Every class in the school uses a Zones of Regulation poster to support the children in identifying and verbalising their emotional state.
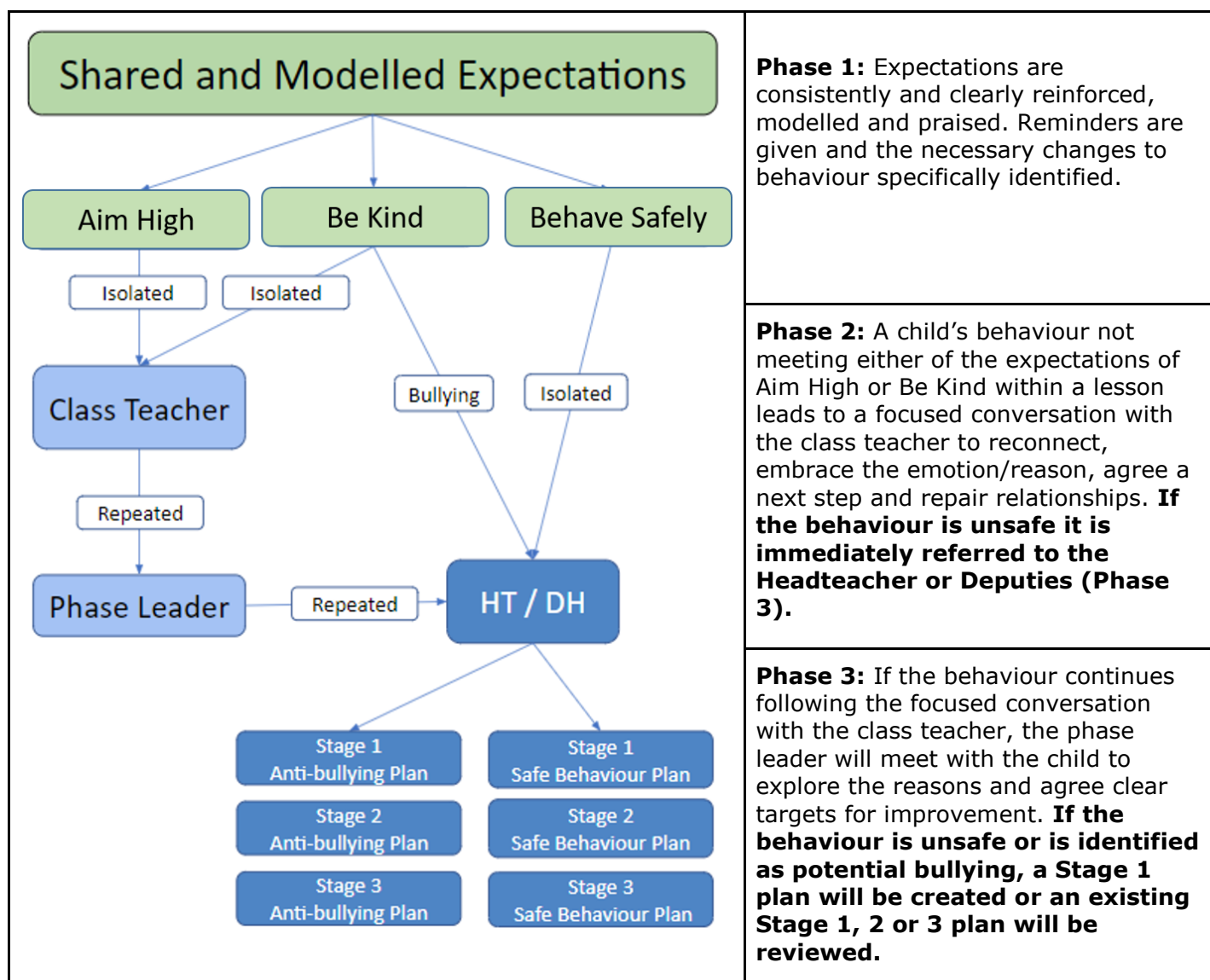


Within the Early Years Foundation Stage a staged approach to the use of 'Zones of Regulation' will be adopted. Through this staged approach the children will be taught about each area and the feelings / changes their bodies may feel. This will be taught in many different ways using a number of texts to ensure the children develop an understanding about their emotions and their emotional states. This links directly to the EYFS Characteristics of Effective Learning.

## Responding to Unacceptable Behaviour

The model below shows how the school will take action when any form of unacceptable behaviour occurs.



**Phase 1:** Expectations are consistently and clearly reinforced, modelled and praised. Reminders are given and the necessary changes to behaviour specifically identified.

**Phase 2:** A child's behaviour not meeting either of the expectations of Aim High or Be Kind within a lesson leads to a focused conversation with the class teacher to reconnect, embrace the emotion/reason, agree a next step and repair relationships. **If the behaviour is unsafe it is immediately referred to the Headteacher or Deputies (Phase 3).**

**Phase 3:** If the behaviour continues following the focused conversation with the class teacher, the phase leader will meet with the child to explore the reasons and agree clear targets for improvement. **If the behaviour is unsafe or is identified as potential bullying, a Stage 1 plan will be created or an existing Stage 1, 2 or 3 plan will be reviewed.**

The Early Years Foundation Stage response will take into consideration the age of the children. It is also important to note that the response for children with SEND may differ due to their needs. When necessary adjustments can be made to support the individual with their understanding of their behaviour and the impact on those around them.

## Responding to Unacceptable Behaviour at Play and Lunchtime

All unsafe behaviour is immediately referred to the Headteacher or Deputy Headteachers as identified above.

All other unacceptable behaviour will be responded to with a scaffolded coaching conversation based around the following steps:

**Connection:** Establish open and calm communication with the child.

**Courage:** Support the child to embrace their emotion, using the zones of regulation to 'name it and tame it'.

**Imagination:** Coach the child to create solutions: what would be a better response? What is the best next step?

**Care:** Repair the relationship through mediation and/or an apology and ensure both/all children know what to do if there is a recurrence.

For EYFS and Key Stage 1 children (Merrywood) the adult will continue to monitor the play of the affected children to ensure all children are emotionally regulated and the agreed next steps are effective.

For Key Stage 2 children (Myrtle) at lunchtime the adult will accompany the child to the quiet room for an agreed period of time to focus on some calmer activities ensuring they are emotionally regulated before returning to the outdoor space.

The adult will communicate the incident to the class teacher and/or log it directly onto CPOMs.

# Unsafe Behaviour

## Senior Leader involvement

Where a child's behaviour escalates either within the classroom or within the wider school environment to levels that are deemed by the staff as being unsafe to either the child or to those around them then Senior Leadership involvement is necessary. These types of behaviours may include, but are not limited to, physical aggression/violence, damaging the school environment, any behaviours that may result in harm towards others, bullying, unsafe play including the use of equipment.

Steps to de-escalate:

1. Ensure the spaces are safe for other children / adults.
2. Follow agreed / individualised de-escalation processes.
3. Ensure the safety of all members of the school community, deploying positive handling techniques to move the child/children to safety if necessary.
4. Consider and agree proportionate consequences to the behaviour. In determining a proportionate outcome, the full context of the incident, including the degree to which the behaviour was intentionally or unintentionally provoked, will be considered alongside the impact or potential impact upon the other children. This will be undertaken with full regards to the Public Sector Equality Duty 2010 and our duties under the SEND code of practice.

## Consequences

Consequences may include (but are not limited to):

1. Extended or additional reflection on unsafe behaviour with a Senior Leader.

2. Stage 1, 2 or 3 Safe Behaviour Plan (Appendix 1):

- **Stage 1:** Identification of trigger(s) for emotion that led to the behaviour; agreement of practical measures to avoid/ manage/ respond differently to the identified trigger(s).
- **Stage 2:** Following repeated occurrences of unsafe behaviour, identification of common themes within the triggers; agreement of practical measures to better respond to the identified themes; identification of Social, Emotional, Mental Health and/or therapeutic intervention.
- **Stage 3:** A risk assessment process to complement an existing SEND plan, Social, Emotional, Mental Health plan or Child Protection plan. Identification of specific triggers and related behaviours with trigger avoidance and risk mitigation strategies identified. The risk rating informs changes in the child's behaviour-related support and provision.

3. A formal measure such as:

- **Internal seclusion:** Internal seclusions are issued by the Senior Leadership Team and will take place following a conversation with parents. Time in school away from peer group. The child will be fully supervised and complete their planned learning. An internal seclusion will usually also incorporate some restorative work/ support.

- **Fixed term external suspension:** A fixed term suspension is the decision of the Headteacher following an investigation and is usually a consequence of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

- **Permanent exclusion.**

## Use of Reasonable Force and Positive Handling

'Reasonable Force' is a term used to describe a broad range of actions used by school staff which may involve a degree of physical contact with a child. All members of school staff, including volunteers and external providers, have the legal power to use reasonable force if a child's behaviour is causing risk to themselves, to other children or to adults. It should be 'reasonable in the circumstances', meaning that no more force is applied than is needed. DfE guidance states that school staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

DfE guidance states that the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable force may be used when verbal attempts to de-escalate behaviour and/or remove risk have been unsuccessful. There is passive force and active force as outlined below:

*Passive force* may include:

- Physically blocking a pupil's path.
- Standing between pupils.

*Active force* may include:

- Guiding a pupil by the arm.
- Forcibly removing a potentially dangerous object.
- Positive handling/ restraint.

Staff will use active force if a child's behaviour is placing their safety or that of others at risk and will do so only as a very last resort. Only staff who are trained by an accredited provider

will employ positive handling/ restraint techniques. A log of training will be kept and maintained to ensure training is current and trained staff can be quickly identified.

Key staff are expected to complete and stay up-to-date with 12 hours of Team Teach training to meet the following objectives (taken from the Team Teach website):

1. Recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. Applying an understanding of the legal implications of positively handling.
3. Using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
4. By applying an increased awareness of the need for documentation for the recording and reporting of incidents.
5. Using active listening skills and participating in a process of debriefing, repair and reflection.

The school invests in training as many staff as possible using Team Teach. This ensures that all members of staff feel confident in this approach.

Any use of active force is recorded using CPOMs, including a full account of the circumstances leading to the physical intervention being required. If trained staff deploy positive handling techniques, parents/ carers are informed verbally and in writing.

## Confiscation of Inappropriate Items

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

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, e-cigarettes, pornography and articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

Prohibited items must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## Recording Unsafe Behaviour

Consequences to any of the above behaviours are reinforced by telephone calls, letters to parents and recorded on CPOMs as part of our monitoring system. On CPOMs the school staff record incidents of unsafe behaviour under the below categories.

- Leaving school premises without permission.
- Verbal - inappropriate/unkind language.
- Verbal – aggressive language including swearing.
- Verbal – prejudicial language.
- Racial Incident.
- Minor damage to property.
- Major damage to property.
- Minor fighting e.g. pushing.
- Physical assault e.g. fighting.

- Physical assault on an adult.
- Team teach incident.

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

| Type of bullying | Definition |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting. |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence. |
| Racial | Racial taunts, graffiti or gestures. |
| Prejudicial behaviour | The use of language and/or targeted unkind behaviour related to a protected characteristic, religion or motivated by difference or perceived difference. |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate contact. |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing. |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Any behaviour which targets, or appears to target, a child with protected characteristics will receive an immediate and heightened response in line with the anti-bullying policy.

## Child on Child Abuse

All children and young people are capable of abusing each other. This can manifest itself in a whole spectrum of behaviours including:

- Sexual violence and harassment.

- Physical abuse.
- On-line sexual offences (technology assisted harmful sexual behaviour).
- Initiation or hazing type violence and rituals.
- Prejudice based bullying, racism, and race hate.

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. We recognise that even if there are no reports in school it does not mean that child-on-child abuse is not happening, and staff remain vigilant towards it. As such it is important that if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Once identified, all peer on peer abuse is considered an unsafe behaviour and either a Management of Bullying Plan or a Safe Behaviour Plan will be implemented immediately. Depending upon the nature/category of the behaviour, external agencies may be notified.

## Harmful Sexual Behaviours

What is harmful sexual behaviour?

*Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.*

*Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.*

*Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.*
(Information taken from NSPCC website)

Certain behaviours can be identified as potentially harmful sexual behaviours and qualified members of the safeguarding team use Brook's traffic light tool to identify such behaviours and determine the appropriate response.

Where harmful behaviours are identified, parents/carers will be informed and a safe behaviour plan will be agreed. This will include supportive/therapeutic intervention for both/all children involved and liaison with First Response and other appropriate agencies as required.

## Racism

Like bullying, racism can exist in any school, even those where its pupils are made up of one ethnicity. At our school, it is rare. However, our school is part of a multicultural community and we have these principles and roles in place to ensure that racism can be quickly stopped.

**Definition**: The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture, or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial/ethnic origin against a person/group of another racial/ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person/group, regardless of whether that person/group is present or not.

**Approach**: Where acts of racism are identified the school will act robustly and taking into account the circumstances of each individual case. Where appropriate, external support will be sought to look at process or support throughout the school.

## PREVENT Duty

The Prevent Duty is schools' part in the Government's counter-terrorism strategy. It is essential that whilst recognising that all behaviour is communication, we remain vigilant to those behaviours which may indicate a child is becoming radicalised.

It is entirely feasible that a child may exhibit these behaviours and *not* be experiencing radicalisation. However, if any of the following are observed, particularly if they represent a change in behaviour or occur alongside other circumstantial or behavioural changes, they should be recorded in line with the safeguarding policy.

Potentially indicative behaviours include:

- Social isolation.
- Speaking on particular topics as if from a script.
- Changes in appearance, particularly the introduction of symbols.
- Unwillingness to discuss or compromise.
- Increased anger.
- Speaking about violence.
- Increased secrecy.
- Speaking in support of certain individuals or groups.
- Sudden disrespectful attitude (reflecting a 'them and us' mindset).
- Excessive use of the internet.

The safeguarding team in school will make a decision about whether or not a Prevent referral is required following consultation with all relevant parties.

## Restorative Practice and Support

If a child experiences any form of harmful or unsafe behaviour, we will always take steps to ensure they feel heard and safe. Reconnecting, and repairing the relationship with the other

child is part of the stage 1 and 2 safe behaviour plan. This may include, but is not limited to, the following:

- A restorative conversation during which we facilitate a discussion about the impact of the actions on them, and they receive an apology.
- A written apology.
- Ongoing well-being check-ins with SLT, either timetabled or informally.
- ELSA support.
- Therapeutic support.

We always listen to the child who has been affected by the behaviour to determine restorative steps.

## Staff Induction, Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy with the opportunity to speak to a member of the safeguarding team to answer any questions related to it. The policy is also available on the staff safeguarding board on both sites along with clearly displayed key processes.

Staff briefings are used to enable relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

## Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and governing body annually. At each review, the policy will be approved by the Headteacher.

# **Appendix A:** Stage 1, 2 and 3 Safe Behaviour Plans

## Safe Behaviour Plan: Stage 1

Plan created by: On:



| Courage |
|---|
| *Embrace your emotions.*<br>**When your behaviour became unsafe, which zone were you in?** |



| |
|---|
| *Embrace your emotions.*<br>**What made you feel like this?** |
| |

| Connection |
|---|
| *Be mindful.*<br>**What was your unsafe behaviour?** |
| |
| *Be mindful.*<br>**What was the impact of your behaviour?** |
| |

| Imagination | |
|---|---|
| *Create Solutions.*<br>**How can you ensure you behave safely in the future?** | |
| Make different play choices: _____ | |
| Find a quiet space to regulate my feelings:_____ | |
| Seek help to explain how I feel. | |
| Use a support card focusing on: _____ | |
| | |

| Connection | | |
|---|---|---|
| *Find the meeting point.* **What will you do to re-connect with the other child or children?** | | |
| | | |

| Care | | |
|---|---|---|
| *Aim high.* **We will review this plan on:** _____ | | |

**Review:**

| Agreed next step: | End plan | | |
|---|---|---|---|
| | Continue plan | | Next review date: |
| | Add to plan | | Next review date: |
| | Move to Stage 2 | | |
| | Management of bullying plan | | |
| | Personalised Plan | | |

Signed (SLT): _____ Date: _____

# Safe Behaviour Plan: Stage 2

Plan created by: _____ On: _____



| Courage | | | |
|---|---|---|---|
| | *Embrace your emotions.* **When your behaviour becomes unsafe, which zone are you usually in?** | | *Embrace your emotions.* **Are there any common triggers?** |

The ZONES of Regulation

| Blue Zone | Green Zone | Yellow Zone | Red Zone |
|---|---|---|---|
| Sad | Happy | Worried | Overjoyed/Elated |
| Bored | Focused | Frustrated | Panicked |
| Tired | Calm | Silly | Angry |
| Sick | Proud | Excited | Terrified |

| Connection |
|---|
| *Be mindful.* **Which strategies have you tried in the Stage 1 Plan?** |
| |
| *Be mindful.* **Why do you think these haven't worked?** |
| |

| Imagination | |
|---|---|
| *Create Solutions.* **What additional measures can we agree (at Home and at School)?** | |
| Use a support card focusing on: _____ | |
| Weekly meetings with school and an adult from home. | |
| Restricted access to certain activities: _____ | |
| Stop certain activities altogether:_____ | |
| | |

| Connection | |
|---|---|
|  *Find the meeting point.*<br>**What will you do to re-connect with the other child or children?** | |
| | |

| Care | |
|---|---|
|  *Aim high.*<br>**We will review this plan on: _____** | |

**Review:**

| | | | |
|---|---|---|---|
| **Agreed next step:** | End Stage 2 plan | | |
| | Continue Stage 2 plan | | Next review date: |
| | Add to Stage 2 plan | | Next review date: |
| | Return to a Stage 1 plan | | Review date: |
| | Management of bullying plan | | |
| | Personalised Plan | | |
| | | | |

Signed (SLT): _____ Date: _____

Signed (Child): _____ Date: _____

Signed (Parent): _____ Date: _____

| | Safe Behaviour – Stage 3 Unsafe Behaviour Risk Assessment | | |
|---|---|---|---|
| **Name of Child:** | | **Plan written by:** | |
| **Date of Plan:** | | | |
| **Review 1:** | **Review 2:** | **Review 3:** | **Review 4:** |

| Identified Potential Triggers. *What are the key activities, triggers or events that may lead to unsafe behaviour?* | Avoiding/ reducing potential triggers. *What **Precautions** are in Place to Either Eliminate or Reduce the Risk of an Accident Happening (**Existing Controls**)?* | Identified Potential Behaviours *What **Unsafe Behaviours** are present or may be generated?* | | Mitigating Risk *What **consistent response** is needed to minimise the risk towards other children and adults?* | Risk Assessment | |
|---|---|---|---|---|---|---|
| | | *Who is **affected** or **exposed** to hazards?* | *What unsafe behaviours are typically observed?* | | What **likelihood/ probability** is there of harm occurring? *(Table 1)* | What **degree of injury** can reasonably be expected? *(Table 1)* |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| - | | | | | | |

**RISK RATING MATRIX**
(Notes to aid completion of the risk assessment format)

| Table 1 | | | |
|---|---|---|---|
| **Potential Severity of Harm** | **Meaning** | **Likelihood of Harm** | **Meaning** |
| Fatal/Major Injury | Death, major injuries or ill health causing long-term disability/absence from work. | High (Frequent) | Occurs repeatedly / event only to be expected |
| Serious Injury | Injuries or ill health causing short-term disability/absence from work (over three days absence) | Medium (Possible) | Moderate chance/could occur sometimes |
| Minor Injury | Injuries or ill health causing no significant long-term effects and no significant absence from work | Low (Improbable) | Not likely to occur. |

| Table 2 | | | |
|---|---|---|---|
| **Risk Rating - Degree of Injury by Likelihood/Probability** | | | |
| | High (Frequent) | Medium (Possible) | Low (Improbable) |
| Fatal/Major Injury | Very High Risk | High Risk | Medium Risk |
| Serious Injury | High Risk | Medium Risk | Low Risk |
| Minor Injury | Medium Risk | Low Risk | No Significant Risk |

| Table 3 | |
|---|---|
| **Action Required : Key To Ranking** | |
| **High or Very High Risk** | STOP ACTIVITY! Action MUST be taken as soon as possible to reduce the risks before activity is allowed to continue. |
| **Medium Risk** | Implement all additional precautions that are not unreasonably costly or troublesome. |
| **Low Risk** | Implement any additional precautions that are not unreasonably costly or troublesome. |
| **No Significant Risk** | No further action required. The risk is no more than is to be encountered in normal every day life & is, therefore, regarded as being acceptable. |

# Appendix B: Whole class reward system