



Behaviour and Relationships Policy

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| Approved by | Teaching and Learning Committee |
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Stockbridge Village Primary School Behaviour and Relationships Policy

Behaviour and Relationships

At SVP, we value all members of our school community and take a whole school approach to our behaviour and relationships work. We believe in an ethic of everybody and that everybody can be an ethical person and an effective learner who helps make the world a better place. At the core of success sits our positive relationships with children and their families, and our Expeditionary Curriculum.

This policy is designed to capture the beliefs of our school, the values we promote and the quality of relationships that underpins all of our work. It encompasses all stakeholders and captures the expectations for all staff, children, governors and families. The values it promotes are fully inclusive and are not differentiated according to age, gender, religion, ethnicity, sexuality or ability.

This policy should be considered alongside the

- Safeguarding Policy 2021
- Child Protection Policy
- Allegation Management Policy
- Anti-Bullying Policy – Peer on Peer Abuse Guidance
- SEND/ Inclusion Policy
- Staff Handbook
- Care and Control Policy

Putting our Principles into Practice

At Stockbridge Village Primary School, we strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self-regulation and celebrating and recognising productive behaviour) as our primary approach to achieving our positive behaviour and relationships policy. We place much emphasis on recognising positive behaviour and encouraging others to flourish.

To this effect time is spent during Crew sessions with children, staff meets, parent and governor meetings and making expectations explicit. Time is also spent in the classroom, teaching children about desirable behaviours and what they look like, sound like and feel like. Displays explicitly reinforce desirable behaviours in classrooms and show the schools' Habits of Work and Learning. Whole school assemblies are a focus for reinforcing our school culture and Habits of Work and Learning (HOWLS)

We believe that the value we show for our community members helps to drive forward the vision we have for the school and for each person within it. It enables each person to understand their role in the development of the school and the part they play in its success

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Our Habits of Work and Learning



Our School Habits of Work and Learning (HOWLS)

Get Smart: Mastering knowledge and skills

I trust my Crew and contribute fully
I take responsibility for my learning - asking questions, using resources and seeking help when needed.
I grapple with learning, showing courage and grit
I learn without limits

Be Kind: Growing good character

I communicate politely and respect Everybody
I work cooperatively - listening, taking turns, sharing ideas
I take care of resources and materials, acting as a steward of our school
I know the difference between right and wrong
I resolve any problems peacefully



Work Well: Producing high quality work

I welcome feedback and critique and revise my work to improve it
I can give kind, specific and helpful feedback to my Crew
I complete my work to the best of my capabilities
I take pride in producing beautiful work

1. Rationale

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a loving and caring community, whose principles for behaviour management are built on the fundamental British values that are enduring human values and sustain our school and wider communities. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a harmonic and supportive way in our modern society. It aims to promote an environment where everyone feels happy, safe, respected, valued and secure. This can only be achieved if all staff are consistent in approach and work in close partnership with the families of the children in our care.
- 1.2 The school has a number of expectations, but our relationships and behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.

We show that we value our community members by:

- Speaking appropriately to each other
 - Recognising a job well done; a talent or an achievement
 - Actively listening to opinions and perspectives and taking time to reflect
 - Dealing systematically, fairly and transparently with challenge
 - Acting swiftly when members of the community are treated inappropriately.
 - Supporting and leading behaviour effectively
 - Being courteous, respectful and considerate.
- 1.4 We treat all children fairly, equitably and apply this relationships and behaviour policy in a consistent manner
- 1.5 This policy aims to help children grow in a safe and secure environment and to become confident and increasingly independent members of the school community.
- 1.6 The school systematically notices and recognises positive behaviour as it believes that this will develop an ethos of kindness, peacefulness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.
- 1.7 The children, in conjunction with the staff, have designed our Habits of Work and Learning focused upon underpinning values, which will promote a calm, secure, happy and effective learning environment. The values within our HOWLS are Everybody, Trust, Responsibility, Respect, Proud, Courage and Kind.
- 1.8 The school does not tolerate bullying of any kind, including cyber bullying and peer-on-peer abuse, and all staff are aware of this zero tolerance. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe when attending school, that children are assertive in managing any threats of bullying and that victims and perpetrators receive effective support and guidance if required. The school's Anti-Bullying Procedures are included in Appendix 4.
- 1.9 All members of staff are aware of the regulations regarding the use of force by teachers. Key members of the staff have received additional Physical Intervention training. We will work to ensure all staff members receive intervention training in order to keep all children safe from physical harm if ever required. The actions that we take are in line with government guidelines

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on the restraint of children. Where a member of staff has had to intervene physically to support children a behaviour log and a positive handling form (see Care and Control policy) should be completed. This process should be completed by the member of staff who has witnessed the incident wherever possible. All resources should be deployed to ensure this is done before the end of the school day (for example, cover offered if needed). These documents should then be submitted to the Head teacher.

- 1.10 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

2 Behaviour Expectations

- 2.1 Derived from our Habits of Work and Learning and the children's understanding of its values and behavioural expectations, each class also develops their own Class agreement. This is an important part of our school behaviour management approach as it requires discussion and debate about what a 'rule' looks, sounds and feels like. When this is agreed as a class community, it is displayed on the wall in their classroom. In this way, every child in the school has co-constructed and therefore understands the standard of behaviour that we expect in our school.
- 2.2 The Habits of Work and Learning and Class Agreements will be displayed within all classrooms and throughout the school, to ensure children have a clear understanding of expectations.

3 Recognition

- 3.1 We notice and give children frequent recognition for positive behaviour in a variety of ways:
- In Crew sessions and on Friday's with our 'Acknowledgements and Apologies' protocol
 - Awarding house points;
 - Using positive behaviour plans for those with individual needs;
 - Visit to the Head teacher, or Deputy Head in Head's absence;
 - Recognition cards in the weekly Celebration Assembly;
 - Sharing 'work of the week' in the weekly Celebration Assembly;
 - Recognition in the School Newsletter;
 - *House certificates awarded in House Assembly;*
 - Trophies presented in Awards Assemblies held three times per year (KS1 & KS2)
- 3.2 The school tries to acknowledge all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates. These

are published in a celebration newsletter that is distributed three times per year to the school community.

4 Consequences

4.1 Although our approach to discipline is rooted in the positive framework there also needs to be a clearly understood set of consequences and certainties that apply when agreed rules are broken. The following is a progressive sequence of actions: -

If a child misbehaves, by breaking any of the HOWLS or Class Agreements, they will be given a verbal warning outlining the rule they are breaking. Where low-level behaviours in class have a negative impact on the potential of the child (or those around the child) to be able to access learning then in the first instance staff use their own strategies to lead this behaviour. Reference should be made to our HOWLS to illustrate why behaviour is unacceptable.

Consequences should not be punitive but resolution focussed. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour.

For much of the 'low level' behaviour that may be displayed in a school, a simple verbal sanction or affective statement will be sufficient to correct the behaviour.

e.g. *'I hear people talking, I see you running, I hear pencils tapping (description of reality), it was the rule about you chose to break, you have chosen to go to the back of the line, you can be certain I will notice...'*

Other indicators of undesirable behaviour may be:

- Non-verbal signs of disapproval e.g. a frown, raised eyebrow, shaking of head
- Verbal expressions of disapproval e.g. reminding the individual of expectations
- Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- Change of position within the learning environment
- Moving an individual so they are working away from their peers
- Loss of privilege e.g. responsibility, removal of playtime
- Time out – short period of time – to other class with White slip to partner class

Stepped approach to responding to continued disruptive behaviour

- If disruptive behaviour persists, the child will be issued with 2 more warnings and a white slip, detailing the behaviour, and the child will be sent to work in a partner classroom for the remainder of the lesson. The class teacher will speak to the child's parents at the end of the day to inform them of their child's behaviour. At the discretion of a teacher, a child may be required to complete missed work for part or all of their 15 in playtime.

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- If a child continues to misbehave or displays a behaviour detailed on the Yellow card system, they will be given a yellow card and sent to a senior teacher or Deputy / Head teacher to miss 25 minutes of lunchtime. The child will be escorted to the room by their teacher or LSA / TA with their lunch. They will eat their lunch in the room and complete a Restorative Justice Sheet which is designed to help them reflect upon their behaviour choices. The class teacher will talk about the incident with parents. The incident will be recorded.
- If a child continues to misbehave or displays a behaviour detailed on the Red card system (a more extreme behaviour e.g. violence / destruction of property, non-compliant responses) they will be given a red slip and sent to a member of SLT to miss their lunchtime. The child will be escorted to the room by their teacher or LSA / TA with their lunch. They will eat their lunch in the room and complete a Restorative Justice Sheet (Reflect, Repair, Rebuild) which is designed to help them reflect upon their behaviour choices. A red letter will be issued to the parents and a meeting with the parents will be offered if required. The incident will be recorded.

4.2 In certain circumstances, some or all of the progressive stages will be bypassed and immediate action by the Head teacher might become necessary.

Responding to serious incidents of challenging behaviour:

When incidents occur that require a corrective and supportive discipline intervention, we then adopt a restorative approach to behaviour management, which follows a 'Fair Process' of:

- Reflect
- Rebuild
- Repair

This can include the following Help Script:

HELP SCRIPT

- engage the child by name
- put yourself in the picture
- state the obvious (describe)
- suggest something do able
- find a positive outcome

Staff have worked collaboratively to develop a set of key strategies to be used, as appropriate in circumstances where behaviour remains a challenge.

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These key strategies provide all staff and children with a common language to use in the moment and later on, when reflecting upon the effectiveness of any intervention.

(See Appendix 1 for more information)

- 4.3 Persistent behavioural difficulties may occasionally lead to the Governors being informed and the Knowsley at Risk of Exclusion Procedure being invoked.

5 Lunchtime Behaviour Plan (See Appendix 3)

- 5.1 Due to the very specific, less structured nature of the lunch time learning hour, we have developed a bespoke Lunchtime Behaviour Plan (Appendix 2).
- 5.2 This plan will be followed by all staff during lunch time and varied appropriately according to class, age and individual, especially where a child may have SEND challenges that require specialised adaptations to the generic expectations of all children.
- 5.3 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of them self or others, any member of staff will immediately call members of SLT to support, the Learning Mentor or Head teacher.
- 5.4 The Lunchtime Team Manager liaises regularly with both class teachers and the Head teacher and Learning Mentor about any children where concerns are raised related to lunch time experiences and behaviour.

6 The Role of Staff Members

- 6.1 The class teacher will refer to, discuss and revisit the Habits of Work and Learning (HOWLS) and Class Agreements with children throughout the year. If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class during crew sessions using the rubric for addressing how to improve behaviours collectively.
- 6.2 It is the responsibility of all adults to ensure that our HOWLS and Class Agreements are reinforced and that children behave in a respectful manner. Reinforcement is done using a clear and committed focus on Recognition and collective responsibility.
- 6.3 All staff in our school have high expectations of the children in terms of positive behaviour, and they strive to ensure that all children work to their highest capabilities and beyond.

- 6.4 All staff members treat each child fairly and apply this Behaviour and Relationships Policy consistently. Staff treat all children with respect and understanding, listening to all sides of a story when more than one child is involved in an incident.
- 6.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of incidents, using the Behaviour & Relationships file monitoring sheet. Therefore, support staff should report any incidents to the relevant class teacher.
- 6.6 The class teacher liaises with the SENCO, Learning Mentor, SLT and external agencies, as necessary, to support and guide the educational progress and well being of each child.
- 6.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

7 The Role of the Head teacher

- 7.1 It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 7.2 The Head teacher supports the staff in implementing this policy, by setting the expected standards of behaviour and sets the culture for behaviour management.
- 7.3 The Head teacher keeps records of all reported serious incidents of misbehaviour or bullying.
- 7.4 The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and due process is followed.

8 The Role of Parents

- 8.1 We explain the schools' Habits of Work and Learning, and we expect parents to read these and support them.
- 8.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive

dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour in a sensitive but honest and transparent manner.

- 8.3 If the school has to use reasonable consequences to support a child to understand what is acceptable behaviour in our school, parents are expected to support the actions of the school. If parents have any concern about the way their child has been treated, they should **initially contact the class teacher**. If the concerns remain, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Governing Body.

9 The Role of Governors

- 9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 9.2 The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

10. Fixed-term and Permanent Exclusions

- 10.1 Only the Head teacher (or acting Head teacher) has the power to exclude a pupil from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 10.2 If the Head teacher excludes a pupil s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to parents that they can, if they wish, appeal against the decision to the governing body. The school informs parents how to make any such appeal.
- 10.3 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 10.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 10.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- 10.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 10.7 If the governors' appeal panel decides that a pupil should be reinstated, the headteacher must comply with this ruling

11 Monitoring

- 11.1 The Head teacher monitors the effectiveness of this policy on a regular basis. The Head teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps records of incidents of misbehaviour.
- 11.3 The Head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 11.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

12 Review

- 12.1 When reviewing the policy, all stakeholders will be given the opportunity to take part in the consultation process. This will take place every three years. The teaching staff and support staff will review this policy every year. Recommendations will then be passed to the governing body as part of the policy review cycle. The governors may, however, review this policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices

Appendix 1: Key Strategies used by staff community

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| Proximity Support | Distract and Redirect | Calming Strategies | The Help Script |
| The Help Protocol | Tactically Ignore | Modelling (e.g. the 6 steps) | One Calm Voice |
| Time Out/Sensory Break | Choice Drivers | Personal Space | Praise and Encouragement |
| "Thanks" | Take Up Time | Refer to Charter | Walk and Talk |

Appendix 2: Lunchtime

Lunchtime Behaviour Plan

Positive Behaviour Recognition

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Individual House Point rewards – All lunchtime supervisors will carry House Point cards to be filled in and handed directly to the child to give to their teacher at the end of lunchtime. These should be given to any child who has;

- shown particular kindness to another child or adult
- been particularly helpful in the dinner hall
- tried really hard at clearing their space
- been particularly polite to an adult
- using their initiative and behaving well throughout the lunchtime break

Top Table - Those children who have excelled at lunchtime through their helpfulness, politeness or by going above and beyond what is expected of them will be nominated to have lunch on the 'top table'. All nominees for this recognition will be clearly displayed on the lunchtime notice board for children to see as they enter the hall. The lunchtime supervisors will choose up to seven children at the end of the week and every Monday the Head teacher or Deputy Head will join those selected children (up to 7) for lunch. (implemented once national lockdown control measures ALL ended with Covid 19.)

Interventions

All lunchtime supervisors will carry white, yellow and red cards. The following interventions should be used to stop inappropriate behaviour, with appropriate variations according to age and individual needs. A number of pupils are on a specific behaviour plan – the SENCo and / or Learning Mentor will brief the lunchtime staff when necessary.

- Verbal warning (White Card) – a verbal warning should be given if the child is not following instructions, being rude – back chatting or ignoring – or is being unkind to others. Ensure the child fully understands that the next time they are reprimanded they will be issued a yellow card and given time out.

- Yellow card – Time out
 - Dinner Hall – if the incident occurs in the dinner hall the child will be removed from their table and asked to sit near a member of SLT on duty and away from the other children.
 - Playtime - if the incident occurs outside in the playground they will have time out on the picnic bench by the fence.
 - Three yellow cards in a week will be followed up with the class teacher. All incidents must be recorded on a yellow card and placed in the intervention box – held in the dinner hall - and passed onto the class teacher by the lead lunchtime supervisor. All incidents should be dealt with before the children go back into class. The Learning Mentors can support with this process.

- Red card – If a child is given a red card by a lunchtime supervisor they will be sent off the playground or out of the dinner hall to spend the rest of lunchtime with a senior teacher, deputy or head teacher. Any children not following the sanctions given by lunchtime supervisors will be sent to the Red room. All red cards need to be filled in and placed in the lunchtime behaviour box which will be passed on to the class teacher at the end of lunchtime.

Prefects can be sent to the staff room to inform a member of the Operational and Strategic Leadership team that help is urgently required outside.

Lunchtime behaviour box - All yellow and red cards must be placed in the box at the end of lunchtime and it is the responsibility of the lead lunchtime supervisor to distribute the cards to the class teacher.

Early Years Foundation Stage

Individual House Point rewards – All lunchtime supervisors will carry House Point cards to be filled in, and for EY Foundation stage children only, handed directly to the class teacher at the end of lunchtime. These should be given to any child who has;

- shown particular kindness to another child or adult
- been particularly polite to an adult
- using their initiative and behaving well throughout the lunchtime break

Interventions

Lunchtime Supervisors will be following the same behaviour policy that is used by teaching staff during the day so that the children can easily understand the sanction being imposed.

Appendix 3: Anti-bullying and Peer on Peer Abuse guidance

ANTI-BULLYING PROCEDURES

These procedures form an integral part of the school's Behaviour Policy and should be read in conjunction with our E-safety and Safeguarding Policies.

The school aims to ensure that all children can learn in a supportive, caring and safe environment without fear of being bullied. Bullying in all forms is not played down, including peer-on-peer abuse e.g. 'boys being boys.'

Bullying and peer-on-peer abuse is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our school. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

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 four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- cyber (unkind comments, images and remarks through social networking sites or text)
- indirect (spreading rumours, excluding someone from social groups).

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Children will always be encouraged to report bullying in our school and cyber bullying and both victim and perpetrator will be supported appropriately.

All our school staff must be alert to early identification of the signs of bullying, peer-on-peer abuse and especially cyber bullying, and act promptly and firmly against it in accordance with our school policies.

STATUTORY DUTY OF SCHOOLS

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying and Peer on Peer abuse (**see Appendix 4 for guidance**) among children and to bring these procedures to the attention of staff, parents and children. These procedures form part of our Behaviour policy as well as the overall 'culture' in our school and pastoral support for all children.

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IMPLEMENTATION

School

The following steps may be taken when dealing with incidents:

- If bullying, cyber bullying or peer-on-peer abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached following the "No Blame Approach" attached (see Appendix 5).
- Where the bullying persists, a clear account of the incident will be recorded and given to the head teacher.
- The head teacher will interview all concerned and will record the incident.
- Parents will be kept informed.
- Behaviour support measures will be used as appropriate and in consultation with all parties concerned.

Children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff
- providing reassurance
- offering continuous support
- restoring self-esteem and confidence

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change bullying behaviours
- informing parents or guardians to help change the attitude of the child's bullying behaviours

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of bullying and peer-on-peer abuse and online safety through inclusion in our Computing curriculum for E-Safety, RSHE, assemblies and subject areas, in an attempt to eradicate any bullying behaviours.

MONITORING, EVALUATION AND REVIEW

The school will review this procedure annually and assess its implementation and effectiveness. It will be promoted and implemented throughout the school.

Appendix 4: Peer on Peer abuse – Guidance 2018 and KCSIE 2021

Introduction

Peer on peer abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to their learning and have serious consequences for their mental health. Peer on peer abuse which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling abuse, we can help to create safe, disciplined environment where our pupils are able to learn and fulfil their potential.

This document has therefore been produced to help us take action to prevent and respond to bullying as part of our overall behaviour policy. It outlines our approach to bullying and the measures we have put into place to tackle bullying.

Our whole school approach statement

We have employed a whole school approach to safeguarding and child protection. This means involving everyone, including the governing body, all the staff, all the children and their parents or carers. Safeguarding and child protection is a recurrent theme running throughout our policies and procedures and we are always vigilant.

We hope to make clear to parents, pupils and staff that we have an effective prevention measure in place to tackle peer on peer abuse including sexual abuse and sexual harassment and all other forms of peer on peer abuse. Our approach to sexual violence and sexual harassment is reflected and is part of our wider approach to safeguarding.

If an incident arises, we will deal with it robustly, quickly and appropriately. We will not tolerate any form of peer on peer abuse within our school or by association.

What is Peer on peer abuse?

Peer on peer abuse is behaviour by an individual or group which can be a one-off incident or repeated over time. Peer on peer abuse is behaviour that intentionally hurts another individual or group either physically or emotionally.

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Peer on peer abuse can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups steered by a dislike for a person's:

- Race
- Religion
- Gender
- Sexual orientation
- Special educational needs or disabilities
- Where a child is adopted or in care
- Where a child has caring responsibilities
- Where a child has, actual or perceived differences, (for example, physical or cultural differences)

Stopping violence and ensuring immediate physical safety is obviously our school's first priority. However, emotional abuse can be as damaging if not more damaging than physical violence; teachers will make their own judgements about each specific case. We recognise that abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of abuse having control over the relationship which makes it difficult for the victim to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Vulnerable pupils

Peer on peer abuse can happen to all children and young people and it can affect their social, mental and emotional health. Our staff will support all pupils who are bullied. This means we will be alert to the effect any form of bullying can have. We will be especially alert to where it may have a severe impact.

We recognise that the impact of Peer on Peer abuse can be especially more severe not only due to the nature and extent of the bullying but because it may be combined with other factors such as those mentioned below that also affect the social, mental and emotional health of the pupil. For example:

- Children with special educational needs or disabilities
- Children who are adopted

- Children who are suffering from a health problem
- Children with caring responsibilities
- Children in care Children who are frequently on the move (for example those from military families)
- Children who are going through a personal or family crisis.

Bullying which occurs outside school premises

We will use our disciplinary powers to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in a town or village centre.

Where abuse outside of school is reported to our school, we will investigate and take appropriate action. We will consider whether it is appropriate to notify the police for example, if we believe an offence has taken place.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a medium for cyber bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience.

If a member of staff seizes an electronic device, (such as a mobile phone) which has been used in the course of cyber bullying;

1. We may examine data or files where there is good reason to do so.
2. However, we will speak to a parent to inform them of any action taken regarding the search of electronic devices.
3. If we seize an electronic device that is prohibited by the school rules and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, we will give the device to the police as soon as it is reasonably practicable.

Sexual violence and sexual harassment between children

Context

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

We will:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- We will challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and other private areas of the body.

Managing the disclosure

Our initial response to a disclosure from a child is taken very seriously. All of our staff know how to complete a TED (Tell, explain describe) conversation which is a vital part of gathering critical information from a child relating to their disclosure.

- We will reassure any child who makes a disclosure that they will be supported throughout their ordeal.
- Our staff receive annual safeguarding updates which address how to deal with disclosures effectively.
- We have a designated safeguarding lead (DSL) who will manage the concern from any member of staff, child or parent.
- The DSL will follow our schools safeguarding policy which will ensure they gather as much information and context pertaining to the disclosure. This information will then be referred to the Local authority referral and assessment team who will advise us of how to proceed with the concern.
- Other agencies such as police and social care may become involved if appropriate.

Safeguarding and supporting the victim The following principles are based on effective safeguarding practice and will help our decision-making process regarding safeguarding and supporting the victim.

We will:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- Consider the needs and wishes of the victim. The victim will be listened to and acknowledged. It is important they feel in as much control of the process as is possible.
- Ensure that the victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider the proportionality of the response. Support should be tailored on a case- by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of assault.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help our decision-making process regarding safeguarding and supporting the alleged perpetrator:

We will consider:

- How we will continue to provide the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- The age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- The proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials.

Advice will be taken, as appropriate, from children's social care, specialist services and the police. **We will risk assess the situation at the earliest stage of the report and will continue to review the risk throughout the internal and or external investigation of the report of abuse.**

Prevention

Our school's response to Peer on peer abuse will not start at the point at which a child has been abused. Our staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Our school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our school will:

- Involve parents to ensure that they are clear that the school does not tolerate any form of peer on peer abuse. We will make parents aware of the procedures to follow if they believe that their child is being abused by their peers. We want

Parents to feel confident that our school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We will expect parents to reinforce the value of good behaviour at home

- Will involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent peer on peer abuse, including when they find themselves as bystanders
 - Regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable user' policies for computers and take into account what can still be improved.
 - Implement disciplinary sanctions. The consequences of peer on peer abuse will reflect the seriousness of the incident so that others see that abuse is unacceptable and will be sanctioned.
 - Openly discuss differences between people that could motivate abuse, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice based language is unacceptable
 - Provide effective staff training on how to deal with peer on peer abuse. All school staff understand the principles and purpose of the school's policy, how to resolve problems, and where to seek support.
 - Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report abuse which may have occurred outside school including cyber-bullying
 - Create an inclusive environment where pupils can openly discuss their experiences of peer on peer abuse, without fear of further abuse or discrimination
 - We recognise that some Children with special educational needs or disabilities may lack the social or communication skills to report such incidents so we ensure our training builds in regular awareness of this.
 - We frequently address the impact of abuse within our school and what constitutes appropriate, safe and acceptable behaviour with our children and staff.
-

Appendix 5 – No Blame Approach for Anti-Bullying

'NO BLAME APPROACH'

Step one - interview with the victim

When a teacher finds out that bullying has happened he/she starts by talking to the victim about their feelings. The teacher does not question the victim about the incidents but does need to know who was involved.

Step two - convene a meeting with the people involved

The teacher arranges to meet with the group of children who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of six to eight young people works well.

Step three - explain the problem

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the victim's distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step four - share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

APPENDIX 6 – Suggestions for outcomes of RRR process
(refer to SENCO or LEARNING MENTOR FOR MORE ADVICE)

- Programmes in house such as Lego Therapy / Circle Time
- Working together on projects / games / jobs
- Coaching sessions
- Emotion Coaching
- Social Story work
- Counselling sessions
- Referrals to Family First; Action for Children etc.
- Training for staff
- Learning Mentor time
- P&R discussion & consideration
- Behaviour Support Plan
- Positive Handling Support Plan
- Report Card (attached)
- Positive Behaviour Support Card (attached)

Appendix 7 - Update to Relationships and Behaviour Policy in light of Covid-19

Recovery Curriculum and Timetables

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of you all in our teaching profession, supporting children through online learning during the crisis, and also caring for the children of critical workers by keeping our school open and offering an activities programme. This was not without its inherent risk.

Now we are extending that provision and we need to plan for reengaging our children and community with school. The common thread, it seems to me, that runs through the current lived experiences of our children, is **loss**. It is important for us all to stop and dwell a little on what exactly have our children lost – friendship, structure, routine, opportunity, freedom?

When the children return to school there needs to be a 'Recovery Curriculum' in place so that we can recover what might have been lost – and build on what has been gained. This recovery curriculum will sit alongside this Appendix to our Relationship and Behaviour Policy.

When we closed to most children, very suddenly, children's daily routines evaporated and with it, any known curriculum framework. Also, for most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. We cannot underestimate the impact of the loss of that social interaction. It is **as key** to their holistic development as any lesson.

Human beings are fundamentally social creatures, and the brain grows in the context of meaningful human to human interaction. We need to ask and reflect as a team on the following:

what will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will have been difficult. This is why parents have been encouraged to establish clear routines in home learning for their children. Children need to know what they are doing now and what will come next. And, we will find that for some children, they will have also had the most amazing of times with their families and been learning effectively.

From any loss emanates three significant dynamics that may impact on the well-being of our children. Anxiety, trauma and bereavement – these are powerful forces.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child.

In response to the weight of loss our children may have experienced, what are our levers of recovery?

Many schools may only focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of our SVP expeditionary curriculum as the 'daily lived experience' (everything we say and do), then we must plan for experiences that provide the space for full recovery.

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Review Due –

We will need an even more humane approach at SVP, concerned with the fundamental wellbeing, and secure positive development of every child – this is why we are an 'everybody school'. Without this there will be no 'accountability results' that have true meaning and deep personal value to the child in terms of their preparation for their next stage in life.

At our school, we engage our children in 'leading their own learning' and working together as Crew – they are used to this now and we must restore this lever of relationships, peer support and courage.

The following are the five levers we will use to restore well-being, curiosity, commitment, positive behaviours and crew:

Lever 1: Relationships – we can't expect all our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them by voice, gesture (some simple Makaton signs perhaps), non-physical communication and use the relationships we had built to cushion the discomfort of returning.

Lever 2: Community and Crew – we must recognise that 'curriculum' will have been based in the community for a period of time now. We need to listen to what has happened in this time, understand the needs of our school community and engage them in the transitioning of learning back into school. We also need to restore our school community by building it back up with our crew culture and community building protocols and games. They need to have opportunities to laugh and rebuild the peer effect.

They will also need to have expectations made clear, to be allowed to make mistakes as they try to act in accordance with our charter and behaviour and relationships code. We will utilise self-regulation techniques and the 5 point scale consistently, patiently but with clarity. They will need us to be flexible yet clear and to offer them choice to put things right e.g. *I noticed you didn't settle well in your place XX, would you like to try that again?* This relational approach must be our first strategy in working our way back to a calm and peaceful place of learning.

Lever 3: Bridging Curriculum – our children may feel like they have lost time in learning and we must show them how we are all going to bridge any gaps, consulting and co-constructing with our children to heal any sense of loss in learning. We will need to focus on the very *key learning outcomes*, whilst some of the rest, we may choose to leave behind given they are not key. And we can show them that **all** children learn **all the time; they simple cannot stop learning!** We need to ask, what they have learnt in lockdown, new skills, new strengths, new worries, new hobbies, new knowledge? And we will need to ask what might we have to unlearn? – they may have learnt to disengage, to feel excluded, to be bored.

Lever 4: Metacognition – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in our school environment explicit again to our children, to reskill and rebuild their confidence as learners using our Protocols and especially with our own *Kind, Specific and Helpful feedback*. Never has that been needed more as they will all have many new adjustments to make and they will need our kindness, our clarity and our acknowledgment. *We will need to design new Pod family names to create a sense of belonging, we will need to carefully explain new rules using Anchor Charts and social stories, which the children help develop.*

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Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we will all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, but it is also our role to provide an opportunity and exploration alongside the intensity of our expectations.

Daily Routines

Each day should start consistently in the same ways to rebuild routines:

1. Check ins
2. Community Building games – non-touching (see ideas in pack)
3. Mindfulness activity – E.g. word search, sketching, colouring
4. Map of the day – visual timetables to explain routines as the children adjust to new spaces, adults and expectations
5. App time for self-directed learning and 1to1 tuition / support – bridging gaps
6. White Rose Maths for consistency with home learning and in-school time
7. English – Book rich approach – Literacy Counts unit if linked to projects
8. Project work for Expeditionary Learning and reengaging curiosity – art, design, geography, history linked to home learning on SeeSaw

Building Resilience

Resilience is not something that someone either does or does not have, it comes from how all the important parts of a person's life interact – their friends, family, school and local community. We will need to make sure that our children have a strong sense of belonging, strong relationships, a sense of agency, high expectations, and that they can meaningfully contribute to their school and wider community. During this crisis, there is a risk that the narrative around changing policies and school transition becomes dominated by the language of risk and trauma. Coping is important to protect ourselves from stress and it is important to connect with the ways in which we are coping with this challenge. Adopting resiliency approaches will also give space for talking about our own strengths and hope.

Summary of Advice on Physical Handling during Covid-19

This is advice for consideration provided by Knowsley Behaviour and Inclusion Team. It is not intended to replace any government guidance and should be read and used alongside the [Reasonable Force in Schools](#) guidance which remains a current document and has not be altered in light of Covid-19. The DfE remain the regulatory body on this matter.

- When children return to school after the period of extended absence, there are likely to be increased numbers of pupils displaying anxiety-related behaviours and for some children, anxiety manifests itself in aggressive behaviours. We should endeavour to resolve all such situations using pre-emptive identification of triggers and using de-escalation strategies
- At a time when 'social-distancing' is necessary, staff may be concerned about their own safety if undertaking physical handling situations and we will aim to follow the procedures below:
- Use de-escalation to try to reduce the behaviours of the learner and to reduce the likelihood of a physical intervention; please refer to our strategies and the Help Scripts.
- Carry out dynamic risk-assessments and use the de-escalation time to summon additional adult support;

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- Give verbal reminders that you do not wish this to lead to physical handling and the steps (one or two) you need the learner to take in order to de-escalate;
- Members of staff who are classed as vulnerable or live with someone classed as vulnerable will not be involved in physical handling situations;
- Staff who are in the 'physical handling team' are to be given gloves and masks to carry about their person. If there is time, staff should put on a mask & gloves before taking part in a situation and use 'change of adult' swiftly if staff are not wearing appropriate equipment

See additional guidance and reminders for de-escalation:

De-escalation Strategies

| | | | |
|----------------------|-------------------------|-------------------|------------------|
| Distraction | | Reassurance | |
| | Verbal advice & support | | Humour |
| Simple listening | | Success reminded | |
| | Take-up time | Giving space | Planned ignoring |
| Time-out | Negotiation | Limited choices | Agreeing |
| | Supportive touch | Acknowledgement | Apologising |
| Logical consequences | Help scripts | Removing audience | |
| | Transfer adult | | |

Six Stages of Crisis

