



Summer 2023-Updated

Withycombe Raleigh C of E Primary School Positive Relationships and Behaviour Policy

Aims of this Policy:

The school aims to provide high standards, promoting and expecting high expectations of behaviour, polite conduct and respecting the needs of others.

The aim of this policy is to create a school environment that promotes, enables and nourishes good behaviour and reflective choices. Positive relationships are promoted through everyone in school being kind, respectful, friendly and empathetic.

Our school is dedicated to creating a happy, stimulating and supportive environment. Within our school environment, we strive to ensure that everyone feels safe and valued and is encouraged to develop emotionally, socially and academically. We recognise the important link between relationships and children's positive behaviour.

Our school Christian values - Generosity, Respect, Agape, Courage and Empathy – also form and shape the character of the children in our school. These values are a core component of the ethos and culture of our school. Through these values we aim to deliver our school vision in **'Growing Happy, Caring Hearts and Minds'**.

The foundation of this can be found in the Bible, John 15 v 12;
'My command is this: love each other as I have loved you'.

A secure relationship involves our staff providing: Protection, Connection, Understanding and Care.

Adults involved in the daily operation of the school are always expected to act as positive role models for the pupils. Staff will endeavour to be proactive rather than reactive in their management of behaviour.

Rainbow Rules:

1. We are kind, polite and helpful to others
2. We listen to others and follow what our grown ups ask us to do
3. We look after our school and belongings
4. We think about our actions and the feelings of others
5. We try our best at all times
6. We always tell the truth

We promote and motivate children to take responsibility for their actions from a young age. Rainbow Rules are used in all classes. These are displayed in classes and across the school. Where consequences are required, these must be fair and applied consistently.

Six Principles Underlying Good Behaviour:

The school is determined to promote good behaviour and respect in pupils, it is expected that all adults working with children in the school model positive behaviours, consistently and calmly. The school also expects that parents / carers share the responsibility by promoting and modelling respectful and positive behaviour.

1) Providing protection, connection, understanding and care

At Withycombe we are committed to developing positive relationships with children. With this ethos, we seek to promote and develop good behaviour choices. In doing so, staff provide children with the following:

Protection

Providing safety and security and acting as a source of safety. Staff behave predictably, reliably and are trustworthy. They provide structure and boundaries.

Connection

Being physically and emotionally available. Staff are both responsive and interactive while attuning and connecting with children, including being playful and having fun.

At Withycombe, staff promote good values of behaviour and relationships by noticing pupils, demonstrating 'deliberate botherdness'.

It is important that the children know that their teachers and all staff constantly have them in mind e.g. when meeting them in the morning.

Understanding

In order to support children, we must understand how to meet their underlying developmental needs, not just manage the symptoms. Staff achieve this by being curious and seeking to understand children's thought processes. Staff should accept children's feelings and experiences, empathising with them, wondering aloud and validate in order to help them to process their feelings.

Care

Being loving and compassionate towards children, staff show that they care and hold children in mind.

2. Promoting our school vision and values

Our core value is Love (Agape). This means we aim for everyone in our school to look after one another.

When teaching about love and kindness, we will also focus on our other school values: Generosity, Respect, Courage, Empathy.

In order to teach the children about the importance of these school values and the school vision of 'Growing Happy Caring Hearts and Minds', we seek to highlight examples of behaviours which embody our school values by celebrating children who are good role models.

3. Routines

Each of our classes develops a culture of kindness, created by staff and children, within which every child is able to feel happy, safe, included and able to flourish.

We believe that pupils need high expectations, tight routines and essential rules which are drip-fed over time.

The following are some examples of times where we expect routines of good behaviour and where all adults should be bothered about noticing good or bad behaviour:

Expectations include:

- Using kind words and kind hands
- Listening to others without interrupting and following instructions
- Moving around sensibly and safely in the classroom
- Lining up (calmly and quietly, facing the front, one behind the other)

- Calm corridors and calm 'meet and greets'
- Collective Worship (respect it as a quiet and reflective time)
- Entering the dinner hall (quiet voices and good manners)
- Respect for all staff and visitors (saying please and thank you, opening doors, greeting others)
- Respect for the school environment (looking after resources / property)

4. Rewards and recognition

It is important that children develop a sense of doing something good for the sake of feeling good about it themselves. We also recognise that some children will need encouragement when developing their character.

Staff aim to give verbal praise to children who demonstrate the values that we seek. We encourage staff to reward children with enthusiasm, encouragement, humour, attention and time, considering when this will have the most impact. It is important that recognition is guaranteed. All pupils are given the opportunity to receive rewards and recognition for their behaviour, effort and achievement, inside and outside of school. The most common reward for all children for good work, positive effort and appropriate behaviour will be the praise of the teacher or another adult.

Where necessary, classes or members of staff will implement their own reward system. Rewards for KS1/EYFS children may include stickers / charts. In KS2, children also collect 'House Points' which are awarded for a positive attitude, for effort, good behaviour or for work of a high standard. Once complete, children will be awarded a certificate.

Children are rewarded for demonstrating our School Values and awarded a 'Values' sticker according to the value they have shown. If a child displays all of our school values in an extraordinary way, they might be awarded with a 'Values' badge and certificate. Throughout the year, commendations and certificates are presented in Assembly by the Headteacher or a member of staff, for attainment within extra-curricular activities.

Mealtime assistants have stickers and certificates which are awarded for positive playground and lunchtime behaviour.

Each Friday, representatives from each class will be selected as Achievers of the Week in recognition of their effort, accomplishments and improvement.

Recognition postcards are sent home to parents in order to share successes achieved at school.

5. Consequences, sanctions and restorative actions

We recognise that sometimes children will not be able to regulate their behaviour and will need understanding and care to help them modify their behaviours. All behaviour is a means of communication but children must develop responsibility for their actions. How we respond to inappropriate behaviour is very important in achieving the desired behaviour. We must take care to assess each individual situation, which is why our children will need understanding and calm from adults to help them develop self-discipline and modify their own behaviours.

Staff should respond and manage behaviour effectively by managing their own response so that it is predictable, consistent and empathetic.

We use these behaviour management principles:

- We understand that children will sometimes need help to learn how to behave in a positive way, with good manners and respect.
- We believe in consequences (not punishment); consequences should be issued as soon as possible.
- Where possible, time should be spent with the child and dealt with in private, so the child does not feel shamed by their behaviour.

To build better behaviour, we believe in a restorative approach in order to:

- Resolve conflict through the use of everyday restorative interactions and discussions including: circle time or peer mediation.
- Allow pupils to answer questions fully and reflect properly, through restorative meetings.

- Support change by ensuring that all parties involved learn from an incident and have their needs identified and voices heard. Children are supported and enabled to repair and restore relationships.
- Support children to understand the consequences of behaviour; this may involve specific restorative processes being employed following incidents e.g. racism or bi-phobia.
- Empower pupils to take ownership of their behaviour – encouraging self-discipline.

Consequence steps

1. Reminder of expectations
2. Warning
3. Decide if withdrawal is necessary (thinking time)
4. Time with an adult to discuss behaviours (including a restorative meeting)
5. Repair or sanction

We understand that a restorative meeting is not necessarily a quick fix as it takes time to change behaviour.

Restorative meetings are best held with the staff who work closest with the children (usually teachers or TAs): persistently and gradually trust is built, conscience is built and children become more aware of their behaviour.

In order to deal with incidents effectively, fairly and with confidence, staff should use a 'restorative script' to help support the child modify their behaviour to help support the child modify their behaviour in future.

Scripts that staff use for dealing with incidents of behaviour:

Adults must be calm, conscious of facial expressions, tone and rhythm of voice. The use of coaching questions should be part of the intervention strategy, developing a difficult conversation into a truly reflective one.

Examples of basic scripts:

Calm Script

Tune in, ensuring your stance/facial expression is open. Be an active listener, repeat back what they are saying.

- What happened?
- What were you feeling and thinking?
- Who was affected? How?

Restorative Script

- Thank you for being honest (point out which 'rule' was broken)
- What have you thought about it since? (include a reminder of the child's previous good behaviour)
- How did it make others feel?
- How do we put things right?

Looking to the Future Script

- I have heard what you say
- I know you are a considerate/thoughtful person (show them you believe in them)
- I expect you to always show...
- How will you do things differently in the future?

For serious incidents of dysregulation, we will attune and empathise with the feelings of the child whilst remaining firm and consistent with the boundaries or requests that have been stated.

Sanctions for serious incidents or dysregulation.

On some occasions, serious incidents may result in an internal or external suspension. This will be at the discretion of the Headteacher / Deputy Headteacher. The decision will be made with the aim of trying to ensure the incident is not repeated and/or to ensure the safety of other children and adults

We recognise that some children have an underlying need/s which can contribute to how they behave in school, with this in mind and recognising the importance of inclusion, we work closely with pupils, parents and carers and seek advice from external professionals e.g. Behaviour Support, Educational Psychologists, Communication and Interaction Team and School Nurses.

Serious incidents will include:

1. Violence

This means intentional harm. This includes physically hurting another child or adult e.g. hitting, kicking, scratching, strangling, fighting, biting.

2. Verbal aggression and threatening behaviour

This includes deliberate swearing and language inappropriate for school that hurts other people.

3. Racism and Homophobia / Biphobia / Transphobia

This includes deliberate use of discriminatory or abusive behaviour or language towards children or adults based on race, religion, culture, gender or sexuality.

4. Stealing

This includes from other children or adults for example from trays, bags or lunch boxes.

5. Spitting

When aimed at another person.

6. Damaging Property

This includes vandalism, deliberately breaking or defacing other people's work, (including on electronic devices) property or property that belongs to school.

- Hurting Others or Bullying
- Damaging Belongings
- Hurting Themselves

All serious behaviours will be recorded on CPOMS by the member of staff who dealt with the incident initially. SLT and parents will be informed.

*SLT refers to Senior Leadership Team of the Headteacher, Deputy Head, Assistant Heads and SENDCo

Further steps may be taken by the Headteacher or member of SLT. This may include the use of a Co-Regulation Plan, written together with parents/carers, teacher, teaching assistant and child. The aim of this plan is to find positive strategies to manage a child's behaviour, some of which will be individual to the child concerned. These plans will be regularly reviewed and adapted.

An example might include:

- Children who persistently misbehave at lunch time will not be allowed on school premises. Instead, parents will be asked to take responsibility for them during lunch times. This arrangement can be for short periods or for an unlimited time as appropriate.

For a small minority of children who do not respond to the aforementioned steps, the ultimate sanction is suspension from school, either for a fixed or an indefinite period. A letter accompanies this action explaining procedures for appeal, and giving details concerning a possible return to school. In very rare cases, children can be permanently excluded from school, after consultation with the Governors and with the Local Education Authority. The purpose of exclusion is to indicate that, in these extreme cases where a child refuses to co-operate, it is the parents, and not the school, who must bear the responsibility and seek a solution.

Justice

We aim to be fair and consistent in our use of the above sanctions and incidents are investigated thoroughly and appropriately. Parents who deem a sanction to be unjust should contact the class teacher the following morning, requesting an appointment. Should the outcome still remain unsatisfactory, then a follow-up meeting can be arranged with the Headteacher, Deputy Head or Assistant Heads, to discuss the incident further.

Examples of Behaviour and Consequences

This list is not exhaustive and the individual circumstances of each incident will be taken into account. Restorative meetings might be required at any level.

Level 1 - Warning given by member of staff

- Calling out
- Interrupting
- Ignoring instructions
- Silly noises

Level 2 - Reflection time at break or lunchtime with the adult involved (parents informed if necessary)

- Persistent Level 1 behaviours
- Answering an adult back
- Time wasting
- Name calling
- Play fighting that got out of hand
- Leaving the class without permission
- Repeated talking in Collective Worship
- Pushing in the line
- Throwing food on the floor
- Defacing books

Level 3 - Reflection time at break or lunchtime with the adult involved (parents and SLT informed)

- No improvement following Level 2 sanction
- Offensive name calling/language
- Threats to others
- Rudeness or disrespect to staff
- Swearing
- Minor scuffle
- First instance of taking another's property
- Deliberate damage to property
- Hurting someone through deliberate actions

Level 4 - Possible Internal or External Suspension

- Repeated Level 2-3 behaviours
- Fighting / physical attack
- Significant incident of bullying
- Deliberately throwing stones or other objects at others
- Spitting at someone
- Biting
- Taking another person's property
- Racism / homophobia etc
- Abuse towards staff
- Bullying
- Sexually inappropriate behaviour
- Significant injury to another child/adult on purpose
- Persistent and consistent inappropriate/disruptive behaviour

6. Roles and Responsibilities

Behaviour is everyone's responsibility and we are all jointly accountable for the promotion of positive behaviour throughout the school. All staff follow the behaviour policy and are encouraged to seek support where needed. It is important that everyone keeps referencing the rules and expectations and underline the boundaries every time.

The roles and responsibilities for all staff are set out below:

Headteacher / Deputy Head: Develop with staff a strategic approach to behaviour and relationship based on the values and aims of the school. Hold staff and leaders to account at all levels for implementation of agreed policy.

Assistant Headteachers/SENCo: Support the HT/DH in developing and implementing a strategic approach to behaviour, in line with the agreed policy. Hold staff to account for the implementation of said policy.

Teachers and Teaching Assistants: Promote and develop positive behaviour at all times in line with the school's behaviour policy within and beyond own class. In each lesson: rebuild a positive climate and make a point of it e.g. being at the door, recognising the behaviour you want immediately, reminding them of boundaries before setting off on a task, deliberately and persistently searching for positive behaviour, making sure the last thing they hear is a positive affirmation of the good things.

Mealtime Assistants: Promote positive behaviour at all times in line with the school's behaviour policy. Report information back to the relevant class teacher.

Specific Issues and Legislation / Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools 2022 [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/behaviour-in-schools-2022.pdf)
- DfE exclusions guidance 2022 [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/school-suspensions-and-permanent-exclusions-2022.pdf)
- The Equality Act 2010 [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/equality-act-2010-advice-for-schools-2022.pdf)
- Use of reasonable force in schools [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/use-of-reasonable-force-in-schools-2022.pdf)
- It is also based on the special educational needs and disability (SEND) code of practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/send-code-of-practice-0-to-25-years-2022.pdf)

Positive Handling It is only within extreme circumstances that we will use positive handling methods to restrain children; these situations are when a child is at risk of hurting themselves or others and no other option remains. Only staff who have been PIPS trained (Passive Intervention and Prevention Strategy) will hold children. This is a rare occurrence and is always formally recorded and reported to parents.

The role of outside agencies and procedures for their involvement.

Outside agencies will be used to support and assist the teachers in the development of the classroom-based work and on a one to one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the pupils will be CRB checked.

Pupils will be made aware that some information cannot be kept confidential and that their best interests will be maintained in line with the current Safeguarding Policy.

Disclosure or suspicion of possible abuse

Withycombe Raleigh C of E Primary School has a Child Protection policy and procedure for dealing with child sexual abuse based on the LEA guidelines and recommendations. This policy is available on request.

Complaints procedures

Any complaints about the procedures or programme should be made to the Senior Leadership Team; details about this are available via the School's website.

Disciplinary procedures

The school will handle each case individually recognising that the future of the pupils involved could be affected by the decision and subsequent action employed.

Incidents outside school: the procedures laid out in this policy equally apply to any incidents off school premises where the pupil/s are involved in school activities.

Incidents outside school will be dealt with by the police. Parents will notify the school so that the staff are aware of the situation.

Anti-Bullying Policy

Dealing with Bullying

We aim to provide a safe, secure environment within which bullying has no place.

Bullying can manifest itself in many ways. It is a difficult, complex issue and requires a range of actions and strategies to reduce and prevent further bullying. Bullying behaviour is deliberate and intends to make someone uncomfortable. **It is a persistent, wilful, conscious desire to hurt, threaten or frighten an individual.**

Bullying behaviour includes:

- Name calling and nasty teasing (including racial, homophobic and referring to mental or physical disability)
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving pupils out of social activities
- Spreading malicious rumours

Bullying behaviour is often repetitive in nature and is rarely an isolated incident. Bullying causes emotional distress.

LEGAL REQUIREMENTS

Under section 22 of the Education (No. 2) Act, Head teachers are responsible for maintaining acceptable standards of discipline and regulating the conduct of pupils. Section 1 of the Education Reform Act 1988 requires schools to offer their pupils a balanced and broadly based curriculum which promotes their spiritual, moral, cultural, mental and physical development. Schools are expected to uphold certain values including those which reject bullying and cruelty.

Withycombe Raleigh C of E Primary will offer pupils a balanced and broadly based curriculum which, according to section 1 of the 1988 Education Reform Act, will:

Promote “the spiritual, moral, cultural, mental and physical development of pupils at the school and of society” and prepare “such pupils for the opportunities, responsibilities and experiences of adult life”

Aims and Objectives of the School Anti-Bullying Policy

The school will aim to:

- reduce the incidence of bullying in this school
- create a safe environment for all pupils and staff
- ensure that any incidents which do take place are dealt with promptly and effectively and in partnership with the parents.
- outline the content and manner in which anti-bullying education will be delivered in this school.

The school will work towards these aims in partnership with the parents. The aim of this anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school.

Anti-Bullying Education Programme

The anti-bullying education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships, enabling pupils to deal with conflict and feelings e.g. anger
- encourage the exploration and clarification of values and attitudes, rights and responsibilities
- foster self esteem, positive self-image and confidence
- Topics and themes will be revisited taking account of the pupils’ development and the spiral curriculum concept.
- The content of the anti-bullying education programme will be rooted in our RSE curriculum.

- Topics will include:
 - feelings and relationships
 - personal safety
 - lifestyles and culture
 - growing up
 - conflict resolution
 - peer pressure

Anti-bullying education will be co-ordinated by the RSE subject leader in close co-operation with the Senior Leadership Team. Delivery will be:

- as topics (within RSE teaching)
- addressed occasionally in assembly time
- through pastoral time
- through circle time
- through SEAL-based activities (within RSE teaching)
- through small group work
- Leaflet for parents
- Help card for pupils (Developed by our Ethos Council)

Active learning methods which involve pupils' full participation will be used.

Responses to bullying incidents

KiVa principles will be used when dealing with incidents of Bullying.

KiVa is a research- and evidence-based anti-bullying program that has been developed in the University of Turku, Finland, with funding from the Finnish Ministry of Education and Culture. We were involved in a trial of KiVa with Exeter University. The strong effectiveness of KiVa has been proven scientifically through a large national randomised and controlled trial as well as several different studies.

The goal of KiVa is to prevent bullying and to tackle the cases of bullying effectively. The program is based on decades of extensive research of bullying and its mechanisms. KiVa is based on three main elements: prevention, intervention and monitoring.

The school will treat seriously all incidents, including those by text messages, e-mail, and internet-based (see Cyber bullying policy below) which are brought to the attention of the staff. The victim and alleged perpetrator will be listened to. A record of the incident will be documented and appropriate actions will be taken. Parents/guardians of both parties will be notified and kept informed. Witnesses will be interviewed and a record made. A course of action will be decided dependent on individual circumstances. Records will be kept of all reported bullying incidents by the class teacher and Senior Leadership Team via CPOMS, who will provide support to pupils and liaise with parents. An observation in the record will be made as to how these facts were obtained e.g hearsay, gossip, observation, the age and gender of all pupils involved, the nature of the incident and type of response made. Ongoing support and guidance will be given to the victims of bullying through the use of Teaching Assistants and where necessary, a written plan of action. All pupils are provided with Anti-Bullying Guidelines which were created by our Ethos Council.

Cyber Bullying Policy

What is cyber bullying?

- Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.
- Seven categories of cyber bullying have been identified:
- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

- Phone call bullying via mobile phone uses silent calls or abusive messages.
- Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

What can schools do about it?

While other forms of bullying remain prevalent, cyber bullying is already a significant issue for many young people. Withycombe Raleigh C of E Primary School recognise that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

School Governors, Head teachers and schools have a duty to ensure that: bullying via mobile phone or the Internet is included in their mandatory anti-bullying policies, that these policies are regularly updated, and that teachers have sufficient knowledge to deal with cyber bullying in school.

Withycombe Raleigh C of E Primary School ensures that:

- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- all e-communications used on the school site or as part of school activities off-site are monitored.
- clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority
- Internet blocking technologies are continually updated and harmful sites blocked.
- they work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice.
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- they work with police and other partners on managing cyber bullying.

ICT and Mobile Phone Policy

If a cyber bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, Withycombe Raleigh C of E Primary School will take the following steps:

- Advise the child not to respond to the message
- Refer to relevant policies, e.g. e-safety/acceptable use , anti-bullying and RSE and apply appropriate sanctions
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that some cyber bullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986
- Inform the LA e-safety officer
- Record incident on CPOMS

If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil or member of staff, Withycombe Raleigh C of E Primary School will also:

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to www.ceop.gov.uk/contact_us.html
- Endeavour to trace the origin and inform the police as appropriate.