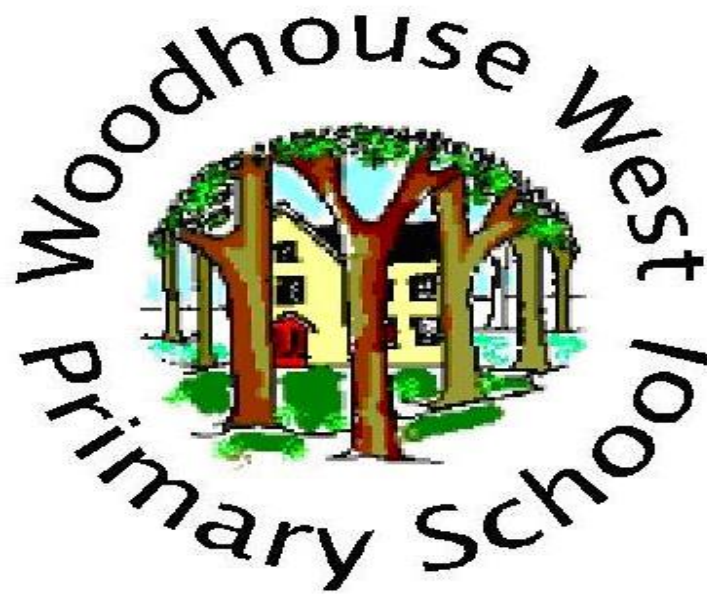


Woodhouse West Primary Relationship Policy (incl. Behaviour & Anti- Bullying)



‘Aspiring to be awesome. Making every day build a brighter tomorrow’

Written by	Date written	Review Date	Approved by	Ratified on
Anne-Marie Bailey & Hannah Rimmer	June 2024	pending	Governors	2 nd July 2024

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In 2012 Ofsted published “No place for bullying: How schools create a positive culture and prevent and tackle bullying”. This policy reflects this guidance. This policy should also be read in conjunction with:

- Online safety policy (including social media policy)
- PSHE policy
- Equality policy and objectives
- SEND policy
- Use of reasonable force and physical restraint

1. Introduction

At Woodhouse West Primary School, we want every member of our school community to feel that they are cared for, respected and treated fairly.

We ensure we invest time in every child as an individual; supporting them to build strong, positive relationships, in which they value themselves, each other and the wider community.

We are passionate about building children's self-esteem and understanding of emotions so that they become intrinsically driven individuals, who always strive to achieve their very best.

As a school, we are committed to using a restorative approach to develop our pupils into positive members of the community. We believe it is important for children to recognise and learn from their mistakes which will enable them to reflect, restore and rebuild relationships in a supported way. Approaching challenging behaviour incidents as teachable moments helps to build resilient and reflective human beings who want to do the right thing because it makes them feel good.

We follow a Trauma Informed Approach, recognising that there are reasons behind behaviours children are showing. To this end, our school is committed to educational practices which 'Protect, Relate, Regulate and Reflect'.

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

2. Values & Aims

Values

Our school focuses on achieving '**ASPIRE**' through following the three Golden Rules detailed below, weaving our Golden Threads throughout our learning.

Our Golden Rules are:

1. We respect each other.
2. We respect ourselves.
3. We respect our environment.

Our Golden Threads, which run throughout our learning are:

A	We achieve in our learning by having a strong knowledge and understanding of the world.
S	We support ourselves and each other by showing physical determination and protecting our mental well-being.
P	We participate actively in lessons, showing self-motivation and determination.
I	We are wholly inclusive , building our emotional awareness of ourselves and others'.
R	We show respect to each other, ourselves and our environment.
E	We endeavour to be our best by being curious and questioning.

Aims

- To inspire children to have an intrinsic desire to be the best that they can be every day.
- To develop individuals who are respectful, empathetic and reflective.
- To create a culture of positive relationships which is demonstrated in all areas of the school community.
- To ensure that all members of the school community are treated fairly and show mutual respect to one another through promoting high expectations of **all** students.
- To address times of dysregulation with a supportive, restorative approach, enabling all children to repair lost trust.
- To support all children to develop their Personal, Health, Social and Emotional skills, including their understanding of their own and others' emotions.
- To support the wellbeing of every member of the school community to ensure healthy minds throughout.

3. Roles and Responsibilities

The Role of Pupils

- To have high expectations of their own behaviour and strive to be the best that they can be.
- To reflect on situations, where their own regulation may have slipped.
- To take part actively in restorative conversations.
- To take responsibility for their own actions and show remorse.
- To seek support if they are having difficulties in school or if they feel that they are being bullied.

The Role of Class Teachers and Teaching Assistants

- To know each child as an individual, building and promoting strong relationships throughout the class and wider community.
- To promote a growth mind-set that encourages children to think positively about themselves; develop over time; seek out opportunities to gain new knowledge and broaden their skills.
- To support children in their understanding of their own and others' emotions; supporting them to learn and use effective regulation strategies.
- To apply a consistent approach to supporting children with their emotional regulation.
- To celebrate children's success, praise their efforts and recognise their achievements.
- To communicate with parents and carers regularly to inform them of successes and any moments of dysregulation.
- To teach children how to build positive relationships with others and what to do when a relationship breaks down; teaching and supporting children how to repair this through a restorative approach.
- To promote a fully inclusive ethos and provide a safe environment where all children feel well supported in their learning and emotional wellbeing.
- To have high expectations of behaviour and act as positive role models for children.
- To recognise reasons behind dysregulation and how to support these.
- To ensure that relevant documentation is kept up-to-date, including but not limited to: targets for children with SEMHD, regulation support plans and record keeping around times of dysregulation.
- To seek advice and support from members of the Senior Leadership Team or Inclusion Team, where required.
- To refer pupils to the Inclusion Team using the in-school referral system or via the inclusion meetings.

The Role of the Senior Leadership Team

- To take responsibility for the day to day operation of the relationship policy.
- To ensure that the policy is implemented consistently throughout school and that all stakeholders have a strong understanding of it.
- To ensure that new members of staff are effectively trained in the implementation of this policy.
- To report to governors on the effectiveness of this policy.
- To provide staff with high quality training around restorative and trauma informed practises in order to continuously update their knowledge and professional development.
- To provide staff with appropriate support to ensure that any children significantly struggling to regulate their behaviour are well supported.
- To hold staff accountable for organised record keeping of incidents.

- To monitor records of incidents and refer to the inclusion team where necessary.

The Role of the Headteacher

- To take responsibility of the overall management of the relationship policy.
- To determine general policy in cooperation with the governing body.
- To keep the governing body informed.
- To support the work of the senior leadership team.
- To keep individual records of children, who have received an exclusion.

The Role of the Inclusion Team:

- To make relevant information readily available to appropriate staff members.
- To effectively coordinate the provision for children with Social, Emotional and Mental Health Difficulties (SEMHD).
- To complete relevant documentation to support children with their emotional regulation; including but not limited to: FCAF, Positive Handling Plans, My Plans and EHCP requests.
- To monitor and keep up-to date the records surrounding children falling into the categories of safeguarding, SEND and attendance.
- To liaise with relevant professionals; seeking advice where necessary for specific children falling into the categories of safeguarding, SEND and attendance.
- To track pupils' progress with their emotional regulation, when taking part in an intervention run by the inclusion team.
- To contribute to the in-service training of staff.
- To hold inclusion meetings once a term, giving staff the opportunity to identify any concerns within their individual classes.

Working in partnership with parents:

At Woodhouse West, we believe that a close working relationship with parents is vital in order to ensure:

- effective communication between everyone in the school community.
- early identification of support required for children with possible SEMH difficulties.
- continued social and academic progress of children throughout school.
- parental views are valued and used to inform future points of action.

The Role of Parents:

- To effectively communicate with school; as well as communicating changes in circumstances well.
- To respect the professional judgement of staff.
- To work collaboratively with staff to develop emotionally intelligent children.
- To model their own high standards of behaviour at all times.
- To model effective regulation of emotions (E.g. using a calm voice or walking away from a situation that is causing you negative feelings).

The Role of the Governing Body:

- To determine general policy in cooperation with the Headteacher.
- To establish appropriate funding and staffing.
- To monitor the progress of the school in relation to behaviour.
- To remain informed about the provision within the school for pupils with SEMHD.

- To ensure that they are kept informed about their statutory responsibilities by attending training and receiving regular updates from the Headteacher and members of the Senior Leadership Team.
- To provide objective consideration at point of appeal.

4. Trauma informed approach including restorative practice

A Trauma Informed Approach is based around recognising that there are reasons behind behaviours children are showing. To this end, our school is committed to educational practices which 'Protect, Relate, Regulate and Reflect'. Outlined in the table below are the ways in which our school meets each of these areas:

Protect	Relate
• We use increased 'safety cues' in all aspects of the school day to support transition. • Staff are trained in 'PACE' modes of interaction. • School staff ensure that interactions with children are socially engaging, not socially defensive, in order to decrease chances of children relating defensively (fight/flight/freeze). • A whole school commitment to not use put downs, criticism or shaming. • School staff will interactively repair the occasions when they themselves move into defensiveness. • Clear transition to allow staff to build effective relationships with their class. • Emotionally available adults for every child plus key workers from the pastoral team are available if needed. • Key adults to know triggering information and respond accordingly. • Effective communication between child and staff occurs. • Creating and maintaining an open culture in school, where staff are able to speak to members of the senior leadership team around any feelings they may be having. • A 'tag out' culture, where staff have the confidence to ask to be removed from a situation that is causing them distress.	• There is a commitment to regular training supporting; emotion coaching, validation, ACEs and other Trauma and Mental Health-Informed practices. • A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame. • Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feelings psychologically safe with anyone) to trust, and from self-help to 'help seeking'.
Regulate	Reflect
• Sensory breaks will be used where required to support the regulation of children's' behaviour by enabling	• Staff are educated in the art of good listening, dialogue, empathy and understanding. • The provision of skills and resources to

them to feel calm and ready for learning. • Interventions such as attachment play to be used widely across school to support the repair of psychological damage and brain damage caused by traumatic life experience, through emotionally regulating and playful, enriched adult-child interactions. • Supervision will be provided for key staff members. • WellBee programme is used to support staff wellbeing. • Members of the senior leadership team will support the development of coaching, peer to peer support and review the ways in which we support staff to ensure we are meeting the needs of everyone. • There are named designated staff only spaces which are designed to support socialisation and communication.	support parents and staff to have meaningful empathetic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general. • Within the context of an established and trusted relationship with a member of staff ('working alliance') children are to be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so. (Big Empathy, communicate in print, puppets, clay, art, emotion worksheets.) • PSHE is informed by current research on mental health, mental ill-health, relationship health, family, parenting, intimate relationships and tools for how to do life well. • Staff are trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives. • A behaviour policy focussed on restorative conversations.
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At Woodhouse West Primary School, we believe strongly in a restorative practice using a Trauma Informed Approach to resolving conflicts. This approach focuses on building, maintaining and repairing relationships, learning from mistakes and is fully inclusive. It encourages children to reflect on their behaviour in a supportive environment. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. It uses moments of dysregulation as teachable moments so that children become better equipped with the skills to resolve and avoid conflict in the future.

Restorative conversations help support children with their understanding around an incident; build reflective skills and support children to learn from what has happened. They centre on a key set of questions that help children reflect on an incident and support them to consider how they could put things right. During these conversations staff will:

- Be empathetic and sensitive towards the child's thoughts and feelings.
- Validate any emotions the child is sharing through the use of key sentence starters (WINE).
- Continue to be empathetic and sensitive towards the child's thoughts and feelings.
- Actively listen and encourage the child to talk by asking open questions

- Support the child in finding a solution to the problem which encourages them to take responsibility for their actions
- Carry out the conversations in a suitable location and be aware of their body language and tone of voice.

We centre our conversations on these 5 questions:

- 1) What happened?
- 2) What were you thinking and feeling at the time?
- 3) How did this affect other people?
- 4) What can we do to put things right?
- 5) How can we do things differently in the future?

Ultimately, we want children to reflect on the behaviours they have shown, learn new ways of dealing with tricky situations and show an understanding of the feelings of those they may have affected; making things 'right' where needed.

Lunchtimes

Trained staff support both the mealtime and recreational aspect of lunchtimes either outside or during wet play. Staff will validate emotions and understand the principles of Trauma and Mental Health-Informed and can support/underpin practices used within learning times of the day.

5. Tiered system to support regulation

Tier 1: Whole-school ethos

All staff will use a variety of positive praising techniques to ensure positive behaviours are recognised and celebrated. It is all staff members responsibility to uphold high expectations of behaviour and reinforce this across school.

At the start of the school year, all classes will create a class set of rules that link directly to the Golden Rules. This will be created as a class so that children take ownership and responsibility of these. These rules will be used on a daily basis and referred to throughout teaching.

Sensory breaks will be used where required to support the regulation of children's behaviour by enabling them to feel calm and ready for learning.

All children will be individually acknowledged in the morning in a way that allows class teachers to gauge how a child is feeling and whether further support is needed. All children will use their emotion sheet to indicate their feelings at the start of the day. These can be altered as the day progresses – staff will actively engage with these sheets to identify children who need assistance or support.

Worry boxes will be available in all classrooms and referred to regularly to support children with any concerns they may have, staff will check these at least once a week.

Areas to calm and reflect will be available in all classrooms, students will be shown how to use these appropriately to calm themselves and become ready for learning. Conversations between adult and children will be used to support children to understand if they are ready for learning.

Tier 2: Informal restorative approach

Within class

If a child is displaying low-level dysregulation in class, (such as repeatedly talking) the class teacher will firstly give them an opportunity to check their behaviour by addressing the child verbally.

If this continues, the teacher will suggest that the child uses the "Calm Corner" as an opportunity to regulate their behaviour.

After the child returns from the "Calm Corner", if they continue to display dysregulation, the teaching assistant will take the child out of the class to discuss this with the child.

Outside of class

If a child is displaying low-level dysregulation, (such as pushing in the line) outside during lunchtime and playtime, the adult supervising will speak to the child and give them the opportunity to make things right.

If the behaviour continues, the child will be directed to a quiet space outside to give them the opportunity to regulate. The adult, at this point, will have an informal restorative conversation with the child and the child's class teacher will be informed.

When the child is ready to learn, they will return to class. During this conversation, it may be revealed that further support is needed and in this case, the pastoral team will be contacted.

Tier 3: Formal restorative approach

Within class

If a more severe incident takes place in class, (such as swearing/physical incident) the child will be supported outside of the classroom by the class teacher or teaching assistant to regulate. Validation and empathy strategies will be used.

In the child's own time (during their break or lunch) the class teacher will have a formal restorative conversation with the child about the incident. Parents will be contacted by the class teacher to inform them about the incident and the conversation that has been held with the child.

Outside of class

In the case of a more severe incident occurring during break or lunchtime, the adult supervising will direct the child or children to the inclusion suite. The child/ren will be greeted by a member of the pastoral team and they will be given the opportunity to regulate. Validation and empathy strategies will be used.

In the child's own time (during their next break or lunch) the class teacher will have a restorative conversation with the child about the incident. Parents will be contacted by the class teacher to inform them about the incident and the conversation that has been held with the child.

Tier 4: Support plan

If there has been three severe incidents where a formal restorative conversation has been held with the child or a child displays one of the following behaviours:

- racism
- homophobia
- significant physical harm to another child or member of staff
- significantly threatening behaviour

The child's parents/carers will be contacted and the child will spend a period of time throughout the week with a member of the pastoral team or a member of the senior leadership team.

During this time, the adult will have a more in depth formal restorative conversation around the incident/s. The child will carry out structured learning to support them to recognise their own feelings and the feelings of others'; reflect on what could have been done differently; show remorse to others' effected and reform their behaviour, thinking about what they could do differently next time.

A Behaviour Support Plan will then be written with the child. After the period of work carried out with the child, a reintegration meeting will be held with the Headteacher, class teacher, parent/carer, the child and the member of staff that the child has worked.

The Support Plan will be discussed and agreed upon by all members of the meeting which will include clear next steps on how to move forward and support the child.

Tier 5: Exclusions and Suspensions

Suspensions

There may be times where a child's behaviour results in a suspension being put into place. This is decided by the Head Teacher; in the first instance. Once the suspension has been decided, the parents/carers are contacted and meet with the Headteacher to discuss the suspension. The child must be kept away from school throughout the period.

Once the time has finished the child must come back into school, and a reintegration meeting will be held. A suspension must be reported to the LEA and is kept on both the child's and school's records. Suspensions are given for a serious incident which threatens the health and safety of the individual and/or others.

Structured work will be provided for the child to take home during this time and a proportion of this work will be dedicated to self-reflection and restorative learning.

On the returning day, the child will meet 1:1 with a member of the inclusion team, where a formal restorative conversation will be held and a Behaviour Support Plan will be written or reviewed.

During this 1:1 session, the Headteacher, class teacher and parent/carer will come together separately to discuss the incident; how the child has responded to being at home and possible support for the child moving forward.

Finally, the child, the member of the inclusion team, the Headteacher, class teacher and parent/carer will come together and the member of the inclusion team will discuss the Support Plan which will be agreed upon by all members of the meeting. The member of the inclusion team will advocate for the child; sharing their feelings around the incident in a supportive manner.

Exclusions

Due to the serious nature of an incident, there may be times where a child's behaviour results in a permanent exclusion.

If the permanent exclusion is to be issued straight away, The Headteacher will gain a written statement from the child prior to their decision. The child's parent/carer will leave school with the permanent exclusion letter.

If the Headteacher does not have all the information available to them to make decision, they can issue a suspension and state in the letter that further investigation will take place which may lead to a permanent exclusion.

The Headteacher (or delegated Senior Leader) will continue to investigate and gather information, during the suspension period in order to ensure the matter has been dealt with appropriately. Should additional evidence/information come to light in that time, which the Headteacher was not in possession of at the time of making the decision to suspend the child, they reserve the right to review the matter in light of the new evidence/information. The Headteacher may decide the appropriate decision is to permanently exclude the child in light of that evidence/information.

In line with the current legislation any such decision would not be made until the suspension has concluded and the child's parent/carer would be informed accordingly in writing.

Adaptions for SEND

As a school, we recognise that pupils with SEND and/ or SEMH have complex needs that can impact their ability to regulate their emotions and communicate effectively. Pupils with SEND and/ or SEMH have communication and interaction difficulties which makes them more vulnerable to not having their needs met. Therefore, the SENCo and Inclusion team work collaboratively across the school to ensure pupils with SEND and/ or SEMH are supported appropriately.

In a case where a child with SEND has exhibited behaviour that triggers Tier 4 or 5 intervention, rather than a separate Behaviour Support Plan being written, adaptations will need to be made to their SEND Support plan instead. In this case, the SENCo will carry out observations of the child and assess the provision that is currently in place. The SENCo will then support the class teacher to adapt the plan to support the current need of the child. A meeting will be arranged with the child's parents/carer to discuss any changes that have been made.

As with any child who receives intensive intervention, work carried out with a child with SEND will be specifically tailored to the needs of that child.

6. Record keeping

All incidents will be recorded on CPOMs under the relevant behaviour tag (anxieties entering school, defiance, disruption, homophobic incident, physical, racist incident, verbal, violence to staff) as well as the Tier number the incident falls under (Tier 3- formal restorative, Tier 4- support plan, Tier 5- exclusion).

All incidents will be recorded in a timely manner, immediately after where possible, or on the same day at the latest.

Rewards

At Woodhouse West, we have built a system that involves a team approach, developing an intrinsic motivation to behave, through teaching children how to behave rather than conditioning their behaviour.

As the children move through each key stage, they will earn points towards achieving the 'ASPIRE' award as a year group.

A	We achieve in our learning by having a strong knowledge and understanding of the world.
S	We support ourselves and each other by developing our physical health and protecting our mental well-being.
P	We participate actively in lessons, showing self-motivation and determination.
I	We are wholly inclusive , building our emotional awareness of ourselves and others'.
R	We show respect to each other, ourselves and our environment.
E	We endeavour to be our best by being curious and questioning.

The following statements are those in which the children will be working towards to gain points towards each part of the award.

EYFS

Achievement	I make excellent progress in my learning by beginning to explain about my work to adults. I can stay focused on a task until it is finished. I am beginning to produce work (for me) which is neat.
Support	I am starting to understand how to work as a team. I sometimes offer help to those who need it. I am starting to share with adults how I am feeling when asked. I can use strategies to help me calm, when they are modelled by an adult.
Participation	I am showing the willingness to share my ideas in class. I am starting to show good listening skills to those around me.
Inclusion	I show kindness towards others and have a caring nature. I can recognise when someone is upset and I can tell an adult.
Respect	I am starting to understand the concept of personal space, looking after other people's belongings and caring for the environment around me by tidying up and treating plants and animals with care. I can ask a friend if they would like a hug. I am starting to understand when I have made a mistake and I can say sorry with support from an adult.
Endeavour	At all times, I persevere to be my absolute best. I will accept help from an adult if I need it and I am an inquisitive learner.

KS1

Achievement	I make excellent progress in my learning by being able to explain what I am learning about, in increasing detail with support (when needed) I can stay focused on a task until it is finished, improving it further with support from the adults around me. I am beginning to produce work (for me) which is neat and presentable.
Support	I am able to work as part of a team. I help those around me who need support. I am starting to be able to share with my peers or key adults how I am feeling each day so I can be supported through co-regulation or given strategies to help me calm.
Participation	I regularly put my hand up to answer questions that I know the answer to. I can show good listening skills when others are sharing their ideas.
Inclusion	I show kindness towards others and have a caring nature. I can recognise when someone is upset and ask them what is wrong.
Respect	I respect people's personal space, personal belongings and I look after the environment around me. I am beginning to understand the concept of consent. I understand when I have made a mistake and I am able to say sorry to those I may

	have upset.
Endeavour	At all times, I persevere to be my absolute best. If I don't know how to do something, I will ask for support; sharing my questions and showing an interest in learning.

Lower KS2

Achievement	I make excellent progress in my learning by being able to explain what I am learning about independently with increasing confidence. I can stay focused on a task until it is finished, improving it further with the support of adults and peers if needed. My work (for me) is always well presented and neat. I take pride in all that I do both in and out of school.
Support	I am starting to show empathy to my peers when they are showing negative feelings. I am able to share with my peers or key adults how I am feeling each day so I can be supported through co-regulation or given strategies to help me calm.
Participation	I am able to share my ideas with concepts I am confident with. I am able to research new concepts I am led towards. I am able to listen to others' ideas and I am aware people may have differing opinions to me.
Inclusion	I am starting to show understanding and empathy to a range of groups who are more likely to be discriminated against by others, including race, gender, ability, background or religion. I am aware of the LGBT community and I am starting to understand their rights and equal opportunities. I do not discriminate against race, gender, ability, background, religion or the LGBT community.
Respect	I try to show respect at all times to those surrounding me, including members of the community, my peers, staff and the adults within my family. I am beginning to understand the importance of showing remorse, mending broken relationships and consent. I care for the environment around me. I am beginning to understand the impact of my inner critical voice on myself.
Endeavour	At all times, I persevere to be my absolute best. I set an excellent example for the rest of the school. I am an inquisitive learner, asking meaningful questions to further my knowledge, and seek out new learning opportunities.

Upper KS2

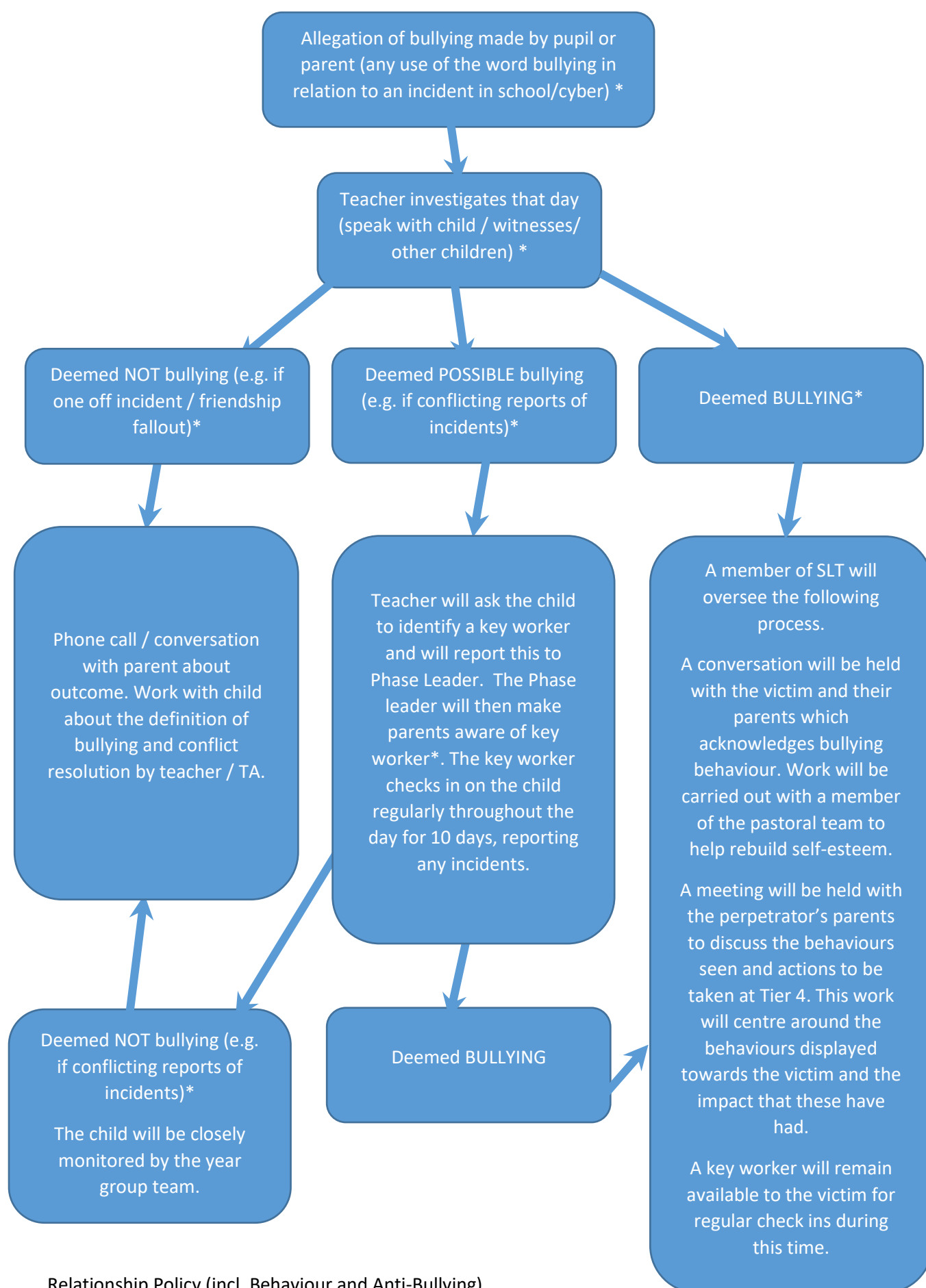
Achievement	I make excellent progress in my learning by being able to clearly articulate why my learning is of a high standard. I can stay focused on a task whilst striving to improve it further mostly independently. My work (for me) is always presented to a high standard so it can be used as an example for the rest of the school. I take pride in my own and others' achievements in and out of school.
Support	I support my peers by listening to their worries and offering empathetic responses. I support myself by recognising the importance of physical exercise on my mental health and I am able to recognise and talk about my own emotions, regulating

	myself or seeking co-regulation where needed.
Participation	I am a determined learner, who regularly shares ideas in class and with those around me. I conduct my own research surrounding new concepts and share this confidently with my peers. I listen to others' ideas and comment politely on them. I share constructive criticism in a fair and empathetic way.
Inclusion	I am empathetic to a range of groups who are more likely to be discriminated against by others, including race, gender, ability, background or religion. I am aware of the LGBT community and I am understanding of their rights and equal opportunities. I speak out when I see people being discriminated against.
Respect	I show respect at all times to those surrounding me, including members of the community, my peers, staff and the adults within my family. If I show disrespect, I am remorseful and mend relationships with those I have upset. I show and am aware of the importance of consent. I care for the environment around me and speak out when I see people mistreating the environment. I am respectful of myself, recognising my inner critical voice and trying hard to replace these thoughts about myself with positive comments.
Endeavour	At all times, I persevere to be my absolute best. I set an excellent example for the rest of the school. I am an inquisitive learner, asking meaningful questions to further my knowledge, and seek out new learning opportunities.

Other ways we recognise positive behaviours:

- Stickers
- Class star chart
- Phone calls/Texts home
- Tweets
- ASPIRE badges
- Celebration assemblies

Bullying Allegation Flow Chart



* Each of these stages to be recorded on CPOMS (the school's behaviour reporting system). The initial incident should include where and when the bullying is alleged to have taken place. ANY allegation of bullying to be tagged using the 'bullying' tag on CPOMS. Once the investigation has taken place, the CPOMS entry should state, at the top in capitals, one of these statements:

- ALLEGED BULLYING; NOT BULLYING BEHAVIOUR
- ALLEGED BULLYING, NOT CONFIRMED. KEY WORKER ALLOCATED.
- ALLEGED BULLYING, BULLYING CONFIRMED.

All allegations of bullying and the outcomes to be analysed and reported to governors termly.

Following a confirmed bullying incident, time is spent talking to all the children involved, talking through the children's actions, and discussing future behaviour. A behaviour support plan will be put in place for the perpetrator and relevant interventions will be held to support all children involved to develop good regulation skills and positive relationships with others.

Analysis and Reporting of Bullying, prejudice-based insults and exclusions.

The Headteacher, aided by the Safeguarding Officer, reports on pastoral issues including behaviour to the governing body 3 times a year. A nominated governor meets regularly with a member of the SLT to discuss issues in relation to behaviour. Included in the Head Teacher's report to governors each term is an analysis of bullying, prejudice-based abuse, and exclusions. This details not only the number of incidents, but also the background of the pupils and any patterns / trends identified.

Appendix 1.0

Definitions of bullying, racism and other unacceptable behaviour

Bullying can be:

- Emotional (being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures).
- Physical (pushing, kicking, hitting, punching or any use of violence).
- Verbal (name-calling, sarcasm, spreading rumours, teasing)
- Cyber (all areas of internet misuse, such as social media, internet chat rooms, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities).
- Prejudice-based
 - Racist (racial taunts, graffiti, gestures)
 - Sexual (unwanted physical contact or sexually abusive comments)
 - Homophobic (because of, or focussing on, the issue of sexuality)
 - Based on disability (because of, or focussing on, a person's disability)
 - Based on a child's weight

We are aware that bullying can happen in any of the relationships in school: between pupils, between pupils and staff and between staff.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We are aware of the impact that bullying can have upon children's lives and on those who care for them. Everyone at our school has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- pleads to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes reluctant to take part in certain activities
- becomes withdrawn or anxious or lacking in confidence
- becomes disfluent e.g. starts stammering

- attempts to self-harm
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home very hungry and says they have had no lunch (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

School define racism as:

- the deliberate use of language which is *perceived by the person hearing it* as conveying hatred of a person's ethnicity or country of origin;
- a physical attack on an individual as a result of that person's ethnicity or country of origin which is intended to insult that ethnicity or country of origin.

Other unacceptable behaviour **which may not necessarily be bullying** may include:

- Name calling
- Making threats
- Making people feel small
- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to
- Whispering about others

- Laughed at a hurt or upset person
- Preventing someone getting help
- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressurising children to join in inappropriate behaviour
- Other behaviour that makes someone feel unhappy
- Physical altercations between children.