

# Honley CE (VC) Junior, Infant and Nursery School



## BEHAVIOUR, RELATIONSHIPS AND ANTI-BULLYING POLICY

Reviewed and approved by governors	September 2018
Next Review Date	September 2019

# Behaviour, Relationships and Anti-Bullying Policy

**“ Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. What you have learned and received and heard and seen in me – practice these things, and the God of peace will be with you.”**

**Philippians 4:8 - ESV**

## 1. RATIONALE

- 1.1 At Honley CE (VC) Junior, Infant and Nursery School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of any protected characteristic they share, e.g. race, ethnicity, faith, gender, disability, special educational needs, sexual orientation, and also socio-economic background. (The Equality Act 2010)
- 1.2 We believe that it is the right of all our children to be educated in an environment free from disruption, harassment or threat by others.
- 1.3 This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practices aim to build, strengthen and repair relationships within the Honley school community.
- 1.4 Honley is a community that promotes and celebrates individuality; family, interests and talents; nurtures and supports everyone; values everyone's unique worth and contribution and opens up a world of opportunities.
- 1.5 It is a place of safety where Christian and British values, and firm boundaries guide and support; where high expectations lead to effective learning, and where care and respect build self-esteem and self-belief.
- 1.6 We want to develop assertive, independent, confident and responsible people who are ambitious and determined to achieve their potential within a supportive and positive community.

### 1.7 School and Nursery's Golden Values

**Respect  
Trust  
Resilience  
Responsibility  
Kindness**

These core values underpin our ethos and they should be upheld by all who are part of the Honley CE (VC) Junior, Infant and Nursery School community. They encompass school and class codes of conduct.

## **2. LINKS TO OTHER POLICIES**

2.1 This policy has strong links with many other policies and should be read in conjunction with these:

- PSHE Policy; In PSHE we encourage children to play a positive role in contributing to the life of the school and the wider community. The emphasis on developing self-worth and becoming healthy, independent and responsible citizens supports the school's focus on promoting positive behaviour.
- Equal Opportunities and Race Equality Policy; The emphasis on providing equal opportunities supports the school's focus in the behaviour policy where children understand that they have a responsibility to ensure their behaviour doesn't prevent others from learning.
- Safeguarding Policy; The emphasis is on providing a safe environment in which children can achieve their full potential and where all members of the school community understand they have a responsibility to contribute to the safe environment of the school and nursery.

## **3. ESTABLISHING EXPECTATIONS**

3.1 A positive and purposeful school and nursery environment is fundamental to the promotion of good behaviour. When children are engaged and working at the appropriate level, it reduces the incidence of disruptive behaviour. All staff are role models for positive behaviour and this underpins the school ethos.

3.2 At the start of the school year all staff will establish with the children :

- a. The core values and how they link to wider Christian values
- b. Rewards
- c. What happens if the core values are not maintained – sanctions

3.3 We believe that everyone has rights and responsibilities.

3.4 Everyone has the right to:

- respect and fair treatment
- learn
- feel and be safe

3.5 Everyone has these responsibilities:

- to be in charge of their own behaviour
- to ensure no persons' rights are violated

## **4. REWARDS**

4.1 All members of staff are responsible for ensuring that the core values are maintained by rewarding children according to the Rewards Triangle displayed in each classroom. (See Appendix 1). Pupils who are consistently well behaved and uphold school values will have their names placed on the rainbow (KS1) or reach for the stars (KS2) posters

## 4.2 Whole School Award

Children who have behaved well are rewarded with PRIDE TIME each time 30000 dojos/stickers/treasure are collected by children in the school (approximately half termly). This is where the whole staff provide enjoyable activities for a school/nursery session.

If a child is not showing improved behaviour or whose behaviour has been a concern throughout the half term, they will miss some or all of this reward.

## 4.3 Whole school rewards and celebration assembly. Nursery will celebrate these during session times and will be displayed for parents to see.

On Friday we celebrate special achievements for individuals with Person of the Moment, Special Mentions, Writer of the Week, Maths Wizard, star badge presentations, silver file and Dojo lucky dip draw. Dojos are given to children who are seen to be following the Golden Values; they are accumulated to achieve bronze, silver and gold star badges.

## 4.4 Top Table

Each day, Lunchtime staff choose children who have behaved well during the lunchtime break and they are given certificates with specified positive behaviour stated. At the end of the week, during Achievement Assembly, their names are read out and those EYFS/KS1 children are invited to sit on the 'Top Table'. This is a table placed to one end of the Dining Hall and dressed with a table cloth and flowers. These children are allowed to choose a friend to accompany them to create a very special lunchtime experience. At different times of the year the table is decorated according to a theme to maintain enthusiasm and interest. KS2 pupils have their names placed on a star on the dining room doors, every half term pupils who have behaved in an exemplary way for the whole half term will be invited to the heads office to dine with her, and there will also be the opportunity to dine with children based in the school daycare.

In addition to recognition of individual examples of positive behaviour at lunchtimes, each week the lunchtime supervisors nominate a class for the Silver Cup. This is the class who have demonstrated excellent behaviour at lunchtime for the whole week.

## 4.5 Golden Time (KS1 only)

Each child has 30 minutes of 'golden time' on Friday afternoon when they are able to take part in an activity of their choice. This is recognised as a way of rewarding children whose behaviour is consistently good. At the beginning of the week children choose the activity they would most like to do in Golden Time, this serves to motivate children to behave well and so achieve their Golden time.

## 4.6 Class Rewards

At the start of the year staff agree rewards with the children. These rewards should be reviewed regularly with children to ensure they remain motivational.

Instant rewards such as stickers and verbal feedback are offered appropriately though out each day.

## 4.5 Informal Rewards

Children are rewarded for good behaviour in a variety of ways, each appropriate to the situation. We recognise the importance of a smile, a 'thumbs up' sign or a verbal 'well done'.

## 5. SANCTIONS

Effective classroom management will be used in all classrooms, with constant visual and verbal reminders of expected behaviour, this may take the form of positive proximal praise but may also be a glare, a quiet word, a recommendation to work with another person or a verbal 'I'm watching you'.

5.1 Where a child is not displaying our core values sanctions will be applied following the Sanctions Flowchart displayed in each learning area (See Appendix 2). These may be decided within a restorative circle discussion (possibly being suggested by the harmed child or the harmer) but they must match what the adults feel is appropriate for the behaviour.

5.2 Staff will warn a child and remind them of the expected behaviour and what core value is not being upheld. If inappropriate behaviour persists their name will be placed in the thinking cloud (EYFS/KS1) amber zone on the traffic light system (KS2). The child will be given time to amend their behaviour and move their name back into the green zone.

5.3 In KS2, if the undesired behaviour continues adults will move the child's name to the thunder cloud (EYFS/KS1) red (KS2) where a consequence will follow:

- a) Time out in class
- b) Time out in another class
- c) Catch up work missed in own time
- d) Missing time from playtime (this must be supervised eg. Standing with the adult on duty or adult supervision in class / shared areas)
- e) Discussion with their parent/carer

5.4 If a child is making repeated visits to the thinking cloud/amber zone or is moved to the thunder cloud/red the teacher will contact their parent /carers to discuss ways the school and home can support the child to improve their behaviour.

5.5 If a child moves to the thunder cloud/red zone repeatedly the underlying issues will need to be explored and the child will be put on a behaviour plan and support given by the SLT including SENCo to improve their behaviour. Children who are following behaviour plans will have their behaviour logged and school will work in close partnership with the child and parent /carers. (Appendix 2)

5.6 When a child's behaviour is deemed to be very serious we follow the major incident flow chart and if necessary apply positive handling strategies or the Anti-Bullying procedures.(Appendix 3 and 5)

## 6. POSITIVE HANDLING

When a child's behaviour presents a serious danger of causing significant harm to themselves, to others or property, staff may need to take physical control until such time as the child is able to take control for themselves. The use of a restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. All teaching staff are, by the very nature of their roles, authorised to use positive handling as appropriate but staff are not expected to intervene physically against their better judgment nor are they expected to place themselves at unreasonable risk. In such circumstances they must take steps to minimise risks, e.g. removing other children/furniture and seek help. If a child is repeatedly behaving in a way that may require positive handling, then a 'Positive Handling Plan' may be drawn up (in consultation with parent/carers) to ensure the child is safe and supported with their behaviour.

Team-Teach techniques seek to avoid injury to the child being supported, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the child remains safe

## **7. EXCLUSION**

- 7.1 In some exceptional cases it may be appropriate for a pupil to be excluded from the school site for a set period of time. In this instance, the head teacher will formally exclude the child within the framework of the Local Education Authority and D.F.E. guidelines. (Please refer to guidelines- Exclusion from maintained schools and pupil referral units in England September 2012). When considering the permanent exclusion of a child the Exclusion and Discipline Committee will be consulted.
- 7.2 Consideration must be given to a child experiencing particular stress or who may have Emotional and/or Behavioural Difficulties. This framework is not to be viewed as a “fast track” to exclude difficult children. The school has a responsibility to attempt to manage children with behavioural problems and avoid situations escalating to the exclusion stage (Stage 6). If Stage 6 is reached, other than through one very serious act of misbehaviour, there should be evidence through the Behaviour and Discipline framework and/or the Special Needs framework that the school has genuinely attempted to control and modify the behaviour. This, however, must also be balanced with the school’s responsibility to ensure the health, safety and general welfare of all children and adults.

## **8. LUNCHTIMES**

- 8.1 During the lunch-break the head teacher, and in the head teacher’s absence the deputy head teacher has overall responsibility for dealing with problems reported by the supervisors. During this time the responsibility may be delegated to other members of staff (usually SLT) who should be made aware that the head teacher and deputy head teacher are off the premises.
- 8.2 Any member of staff who remains on the premises during the lunch-break has a responsibility toward the children and must exercise their duty of care.
- 8.3 Lunchtime supervisors are encouraged to focus on positive behaviour and reward accordingly. They use the school’s weather and traffic light systems to deal with incidences of unacceptable behaviour and report to the class teachers the names of any children who chosen to act inappropriately.
- 8.4 Any serious incident is reported to the Senior Lunchtime supervisor who will place the child in a designated area for a short ‘cooling off’ period. The incident will then be discussed with the pupil and where appropriate will be logged using a SIR form and reported to the class teacher or head teacher. The children are expected to respect the role of the supervisors and any incidents of rudeness, disrespect and extreme bad behaviour is reported to a member of the Senior Leadership Team and dealt with appropriately and parents informed.
- 8.5 In the case of a child whose conduct during the mid-day break is becoming unacceptable, a risk assessment will be carried out and action plan established. This will be shared with parents.
- 8.6 In extreme cases, if the poor behaviour continues, despite additional behaviour monitoring strategies being adopted, it may become necessary to impose a Fixed Term exclusion.

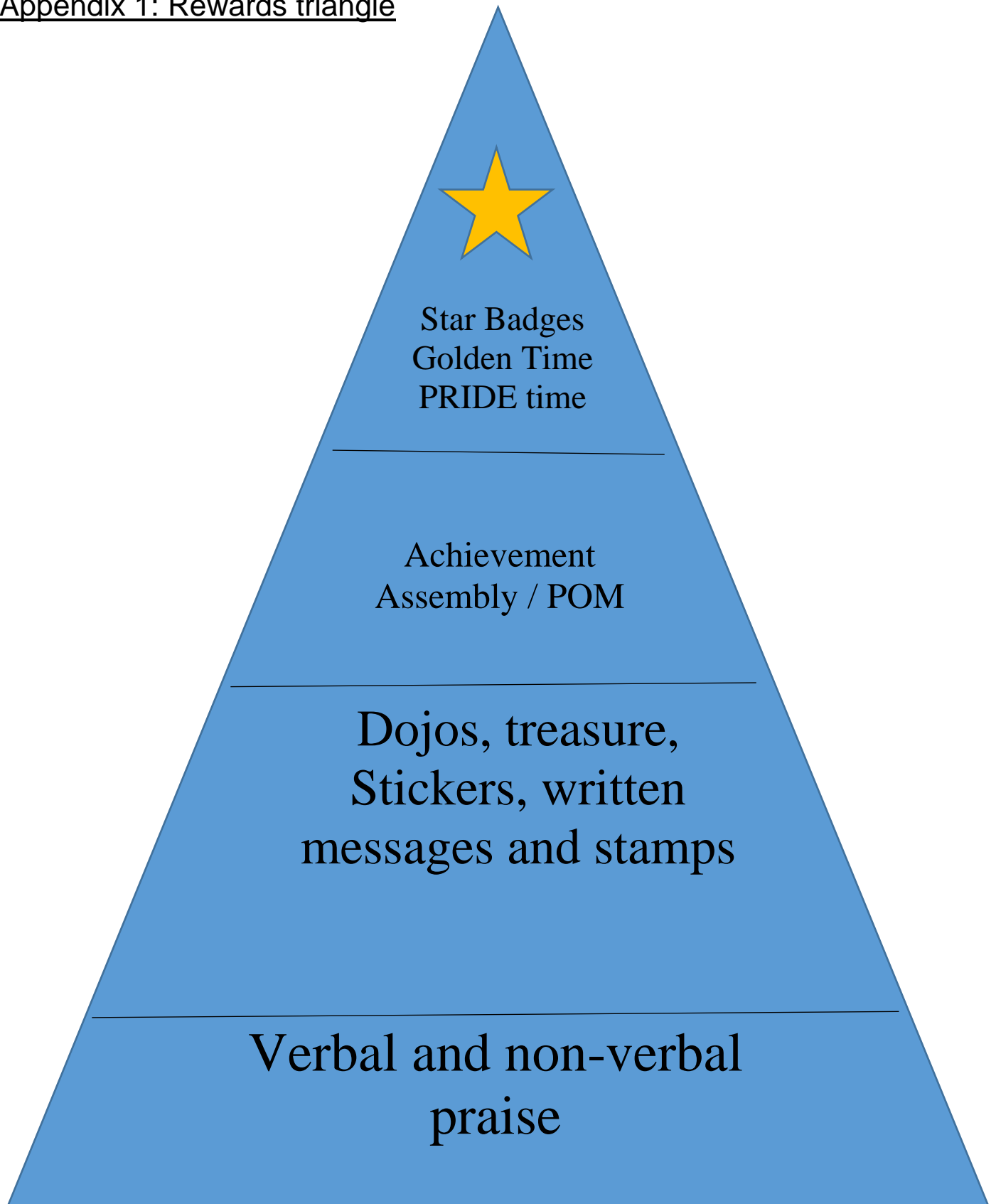
## **9. MONITORING**

- 9.1 All staff will upkeep a Behaviour Log for the weather and traffic light systems.
- 9.2 Children who show persistent negative behaviours are logged by staff using the yellow form system. (See Appendix 4) and these are also logged electronically using Integris G2 and in cases of safeguarding CPOMS, by the SLT. Standards of behaviour are monitored by gaining evidence from various sources;

observation, governor visits, consultation activities with staff, parents and children and comments from visitor. These monitoring activities inform school self-evaluation and development plans and are reported to governors.

## APPENDICES

### Appendix 1: Rewards triangle



## APPENDIX 2: Sanctions Flowchart

Every session all children return to Green			
Behaviour of child	Traffic Light	Action	Consequence
Child is acting appropriately within the setting.	Green		No consequence
Child behaves inappropriately eg shouting out.		Warning given	No consequence
Child continues to act inappropriately but not necessarily displaying the same behaviour.	Amber	Child's name moved to Amber section of traffic light.  Persistent visitors to Amber may require an ANP and parental contact. Support from SENCO as required.	No consequence  Teachers to keep a record of children that are moved onto Amber.
Child amends behaviour		Return to Green	
Child continues to act inappropriately but not necessarily displaying the same behaviour.		Warning given	No consequence
Child amends behaviour		Return to Green	
Child continues to act inappropriately but not necessarily displaying the same behaviour.	Red	Child's name moved to Red section of traffic light.  Persistent visitors to Red may require an ANP and parental contact. Support from SENCO as required.  3 Red visits in a week, meet with parents and set up a communication book between home and school.	Inform parents Miss break (time to be decided by teacher – work to be completed) Make reparation (apologises made to those affected) Circle time Restorative practice.  Teachers to keep a record of children that are moved onto Red.  Consider a behaviour plan.
Child amends behaviour		Return to Amber	Red consequences still apply.
Child continues to act inappropriately but not necessarily displaying the same behaviour.	Beyond Red	Child to work in a buddy class of Teacher's choice. (Appropriate take up time – 5 minutes) The chd should have a connection with the Teacher in the buddy class. TA to accompany the chd or a sensible chd to fetch a TA to accompany the child to the buddy class. Work and or a reflection sheet to be sent with child.	Inform parents Miss break (time to be decided by teacher) Make reparation Circle time Restorative practice.
Child continues to act inappropriately but not necessarily displaying the same behaviour.	Beyond Red	Leadership Team – again use a TA to ensure the chd goes to correct person.	Leader to Inform parents Meeting involving Teacher, Head Teacher, Parents and Child: Solutions and consequences discussed and agreed within meeting.
Behaviour does not change		SEN procedures begin. e.g. Seek Outside Agency Support	As appropriate.



## Appendix 3: Major Incident Flowchart

### Major Behaviour Consequence Flow Chart

1	What are the expectations about... <i>stated violated rule.</i> <b>(Child's response)</b> <b>If no response teacher to state expected behaviour.</b>
2	<b>Fill in SIR.</b> First major SIR for any child. Parent to be phoned by Teacher and meeting arranged. <b>Follow consequences as on yellow form. See steps below.</b> <b>SIR = School Incident Report (Yellow Form)</b>
3	<b>Determine consequences</b>
4	<b>Implement consequences</b>
5	<b>Follow up with victim/perpetrator within a week by classroom teacher of perpetrator.</b>

#### **Repeated Majors Within each half term.**

**MB2:** Parent to be phoned by class teacher. Consequences as yellow form in addition to link behaviour book and discussed at behaviour check in at staff meeting

**MB3:** Parent to be phoned by class teacher. Parent meeting with class teacher. Set a plan in place with referral to SENCO. This should set out consequences for further majors. Consequences may include: In school exclusion (working with a member of SLT for the day), playtime restrictions, being on report

**MB4:** Parent to be phoned by class teacher. Parent meeting with class teacher and Deputy or Head Teacher. Revisit ANP. Consequences should follow those already agreed.

**MB5:** Parent meeting with Head and SENCO or outside agencies. Revisit ANP. Consequences should follow those already agreed

**MB6:** Continuing misbehaviour plus any serious incidents of misbehaviour will, lead to a risk assessment being carried out and an action plan developed if the behaviour is deemed to be dangerous. A referral to a behaviour support worker will be made at this stage via SPR.

The Head Teacher will record incidents in the Incident Log. Parents will be interviewed by the Head Teacher to agree future behaviour modification strategies and to discuss future sanctions including the possibility of exclusion.

**MB7:** The head teacher will formally exclude the child within the framework of the Local Education Authority Guidelines. (Please refer to DfE guidelines- 'The School Discipline (Pupil Exclusions and Reviews.) (England) Regulations 2012)

When considering the permanent exclusion of a child the Exclusion and Discipline Committee will be consulted. Consideration must be given to a child experiencing particular stress or who may have Emotional and or Behavioural Difficulties.

This framework is not to be viewed as a "fast track" to exclude difficult children. The school has a responsibility to attempt to manage children with behavioural problems and avoid situations escalating to the exclusion stage. If exclusion is reached, other than through one very serious act of misbehaviour, there should be evidence through the Behaviour and Discipline framework and/or the Special Needs framework that the school has genuinely attempted to control and modify the behaviour. This, however, must also be balanced with the school's responsibility to ensure the health, safety and general welfare of all children and adults. (See Exclusion policy)

## Appendix 4: SIR - Yellow Form

<b>Honley CE (VC) Junior, Infant &amp; Nursery School Incident Report</b>						
Name:		Class:		Year Level:		Referring Staff:
Date:			Time of incident:		Class Teacher:	
(Tick one) Location: <b>School Street / Jaggar Lane / Honley School Daycare</b>						
Classroom		Hall		Office		Playground
Toilets / Cloak Room		Dining Hall		Reception		Field
Room 9		Library		Staffroom		To and From School
(Tick one) Minor Problem Behaviour			(Tick one) Major Problem Behaviour		Outcome	
Inappropriate Language			Abusive Language/Profanity		Dialogue/Conference with Student/Class	
Inappropriate Physical Contact			Fighting/Physical Aggression		Individual Instruction	
Defiance/Disrespect/Non-Compliance			Defiance/Disrespect/Non-Compliance		Parent Contact	
Disruption to Class			Re-Offending Cheating/Lying		Students Makes Amends (restitution)	
Property Misuse/Damage			Bullying/Harassment/Put Downs		Related Consequence	
Dress Code Violation			Disruption to Class		Loss of Privilege – Golden Time	
Technology Violation			Persistent Lateness		Supervised Break	
Unkind Put Down			Skipping Class/Truancy		Internal Suspension	
Unsafe Movement			Absconding from site		On Report	
Pilfering/Forgery			Vandalism/Property Damage		Fixed Term Exclusion	
Cheating/Lying			Forgery/Serious Theft		Exclusion	
Other			Technology Violation			
(Tick one) Possible Motivation			Inappropriate Displays of Affection		Referral to SENCo	
Obtain Peer Attention			Pornography			
Obtain Adult Attention			Tobacco/Alcohol/Drugs			
Obtain Item/Activities			Racism/homophonic/sexist put down		Resolved by	
Avoid Tasks/Activities			Other		Referring staff	
Avoid Peer/s					Class Teacher	
Avoid Adult					AH / DH	
Don't Know					Head Teacher	
(Tick one) Others Involved			Teacher		Sign:	
None			Teacher Aide		Closed: (tick) <input type="checkbox"/>	
Peer/s			Supply Teacher		OR	
Staff			Lunch Time Supervisor		Refer to SLT (See Below)	
Other Information:						
Action by SLT					Sign:	
					Computer Entry:	

## Appendix 5: Positive Handling Strategies

In exceptional cases where children display particularly challenging behaviour, it may be necessary to employ positive handling strategies. This would normally be for a child's own safety, or to ensure the safety, well-being and continuity of education of other children. The Governors have adopted the Kirklees guidance, which is called Team Teach.

In order that Honley CE (VC) Junior, Infant and Nursery School staff deal with all types of behaviour in a professional, calm and efficient manner, the majority of staff (selected teachers and learning support assistants) have been trained in the 'Team Teach' approach.

Team Teach is a structured, non – violent, staff development programme which promotes:

- Effective, safe, verbal, non–verbal, positive and protective techniques, set within a whole school holistic response to behaviour management.
- An acceptable and appropriate response to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and safety for all.
- Positive and protective handling strategies carried out in a safe and therapeutic manner, maintaining calmness, control and dignity, using skilled de-escalation interventions.

The purpose of a Positive Handling Strategy is to provide the minimum necessary external controls to ensure the safety of people and property. Team teach training enables the member of staff to 'see beyond the behaviour' and not respond emotionally, remaining calm, composed and professional.

### Basic Principles

- A minimum of two staff should be involved if a serious situation develops.
- The minimum amount of force is used for the shortest possible period of time.
- All other behavioural management strategies are used before physical intervention.
- A gradual, graded response is used commensurate with the situation, task and individuals involved.
- Verbal communication should be maintained throughout to sustain positive relationships.
- It is important for staff to have a range of 'move away and release' techniques in a serious situation when health and safety is at risk.
- Staff support one another.
- Following a restraint there is a support and reflective structure in place for all the individuals involved.
- All incidents involving restraint are reported and recorded using in the Serious Incident Log kept in the school office. All staff involved in the situation whether actively or as an observer must sign the report to indicate it is an accurate account of events. The situation is then monitored and evaluated by the staff involved, the class teacher, a senior member of staff and the Head Teacher.

## Appendix 6 Restorative Practices

As a school we are committed to embedding the use of Restorative Practices in all aspects of school and nursery life and ensuring that the whole school community reflects this.

This policy aims to ensure that Christian values, the Every Child Matters agenda and the use of Restorative Practices are firmly embedded into all aspects of school and nursery life.

This policy is a tool to positively ensure all children can access teaching and learning effectively through focusing on a positive approach to behaviour and using Restorative Practices as a tool to foster awareness of how others have been affected by inappropriate behaviour.

We believe that focusing on a positive approach to behaviour:

- acts as a positive reinforcer;
- provides opportunities to consistently point out to all children the behaviour which is expected
- provides a positive approach to teaching and developing positive behaviour;
- ensures that effective teaching and learning take place;
- encourages children to feel good about themselves and others, leading to the development of high self-esteem;
- provides a framework for social education;
- minimises incidents of inappropriate behaviour;
- gives children, staff and parents a sense of direction and common purpose;
- provides continuity and consistency across phases.

NB Where children are unable to engage with a Restorative Practices approach alternative strategies will need to be implemented. These will include engagement with external agencies such as a Pupil Inclusion Teacher / Worker from the Primary Pupil Referral Service and the school designated Educational Psychologist. Some children will need support through school interventions such as, 'Lions' and the 'Leadership Programme' to help them engage fully with our school values.

### Circles

Circles take place in all classes throughout school and nursery. This involves children sitting or standing in a circle, where everyone can see each other and everyone feels involved. Clear rules mean that all children have equal opportunity to participate in the circle. Circles can be used for a wide variety of purposes such as talking about feelings, developing relationships, assessing learning, introducing new learning or discussing behaviour issues. Whatever they are used for, they allow everyone to have a voice and develop confidence when expressing emotions or opinions. They are central to developing our school community and relationships within it. The core values are actively referred to during circles in each class.

### Feelings

Children's emotional well-being will be monitored through the use of Feelings displays and children are given the opportunity to identify and talk about how they are feeling at key times during the day. This could be in a check in or check out circle. This enables adults in school to give support to those children experiencing negative feelings.

### Personal targets

Personal targets are set and reviewed at the beginning of each half term. Targets can relate to curricular learning or behaviour and attitudes and are negotiated with the pupil. Target displays or personal charts, show a clear measure towards the target, so children can gauge their progress.

### Restorative practices philosophy statement

*Do unto others as you would have others do unto you. (Matthew 7:12)*

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

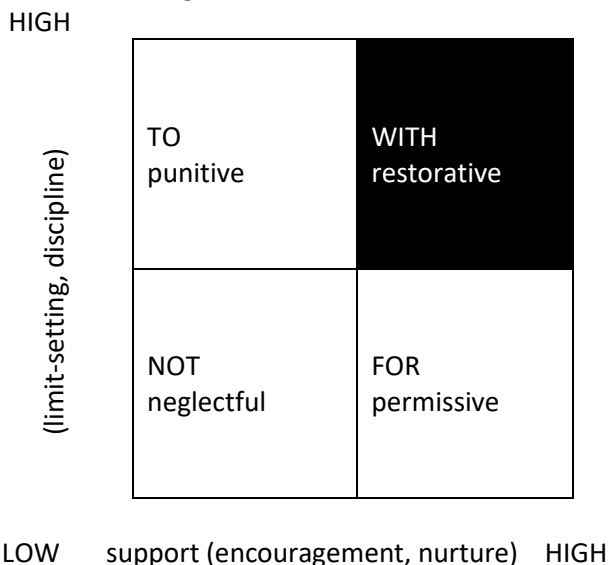
Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, children and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices:

- Social Discipline Window
- Fair Process
- Restorative Questions
- Free Expression of Emotions.

## Social discipline window (Framework for working with ...)



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their children.

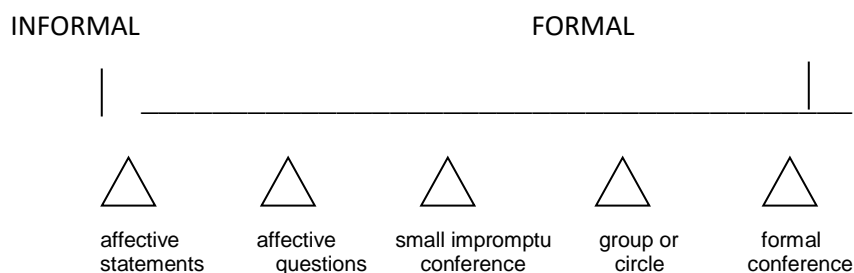
### The three principles of fair process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

### Restorative questions

1. To respond to challenging behaviour:-
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since?
  - Who has been affected by what you did?
  - In what way have they been affected?
  - What do you think needs to happen to make things right?
2. To help those harmed by others actions:-
  - What did you think when you realised what had happened?
  - What have your thoughts been since?
  - How has this affected you and others?
  - What has been the hardest thing for you?
  - What do you think needs to happen to make things right?

At Honley CE (VC) Junior School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

#### Affective Statements

Listed below are some examples of affective statements and questions which all staff can use with children

#### Statements

- I was very disappointed when you did that to John
- I am upset and angry by what has just happened. I feel that all the work I have done has been wasted through your actions. I feel that (describe action) was very disrespectful.
- I feel disrespected and angry when you ignore me.
- I am sorry that I misunderstood the situation .....
- *I feel really proud of you when I heard .....*
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.

#### Questions

- What happened? – followed by:
- What were you thinking about when you did that?
- How did your actions affect .....
- How do you think ..... felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had on me?

#### Restorative Practices Training

All school staff in all teams and those who work at lunchtimes have the short Restorative Practices Training which will give them the skills to talk with children using the restorative questions to engage participants in fostering awareness of how others have been affected by inappropriate behaviour and allowing them to make amends for the harm caused. New members of staff have training as part of their induction programme. The Headteacher holds the certificate for Facilitator Training which is a more intensive training held over 3 days.

Please refer to the following texts in school-

- The Restorative Practices Handbook
- Restorative Practices Facilitator Skills Training Workbook file.
- SEAL resources & planning.

## Appendix 7: Anti-Bullying Policy and Procedures

The Government defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

(Safe to Learn, DCSF)

The Anti-Bullying Alliance definition states that bullying is:

“The repetitive intentional hurting of one person by another, where the relationship involves an imbalance of power”.

(Anti-Bullying Alliance)

At Honley Junior, Infant and Nursery School we consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms, but three main types are:

- Physical: taking belongings; hitting; kicking; any form of violence
- Verbal: name calling; insulting; making offensive remarks; sarcasm
- Indirect: spreading nasty stories about someone; exclusion from social groups; being made the subject of malicious rumours; tormenting (e.g. hiding bags, etc.)
- Cyber: all areas of internet misuse, e.g. nasty and/or threatening emails, misuse of blogs, instant messaging, internet chat rooms; mobile threats by text messaging and calls; misuse of associated technology, i.e. camera or video facilities.

Forms of bullying can be:

- Pupil on pupil, pupil on staff, staff/adult on pupil or adult on adult

Reasons why bullying may occur

People can be bullied for many different reasons or for no reason. Bullying relates to ‘difference’ – real or imagined.

It can be linked to:

- Appearance
- Health, disability, SEN
- Family or Home circumstances, e.g. looked after; young carers
- Social class
- Race, religion, culture
- Homophobia/sexual orientation
- Gender – sexism and sexual

### **Aims**

- To reduce bullying incidents in school
- Raise awareness of bullying issues amongst children, staff and parents
- To encourage the whole school community to deal with any bullying in a consistent way
- To improve the quality of play in the playground
- To give children the confidence to talk openly about bullying
- To teach children to develop strategies for dealing with bullying.

Implementation of the anti-bullying policy



The policy has been approved by the Governing Body and has been discussed at meetings with all staff groups (teaching, Educational Teaching Assistant and Lunchtime Supervisors). Implementation is monitored by the SLT and by the Governors through feedback from the Head.

Who is involved in bullying?

Unfortunately bullying occurs at all schools, even Honley. Children who bully come from all backgrounds.

Three types of bully have been identified:

- Confident, popular children
- Anxious children, with low self-esteem
- Children who have been victims of bullying themselves

### **Who may become a victim of bullying?**

Anyone may experience bullying at some time. Certain factors have been identified:

- Being different in some way e.g. race, special needs, stammering, shyness
- Lacking confidence or suffering emotional distress
- Lacking close friends in school

What are the effects of bullying?

It used to be thought bullying was 'character forming' and it is true that 9% of victims report feeling stronger as a result of having been bullied. However, the majority of victims are 3-4 times more likely than non-victims to suffer from the following complaints:

- Anxiety; severe depression
- Insomnia
- Headaches; stomach aches

Although both children and parents feel physical bullying is worse than verbal or relational, children who experience psychological bullying become much more emotionally distressed than victims of physical bullying. These effects worsen over time, as emotionally distressed children are then more likely to be bullied, causing a vicious circle.

### **Prevention of bullying in school**

We believe that developing and maintaining our school ethos is vital to help prevent incidents such as bullying. This is achieved by a number of different measures.

- Personal Social Health , Emotional Education (PSHE) is an area of the curriculum which is ideally suited to learning about anti-bullying. This may involve use of different resources: stories, videos, software and published programmes such as 'Health for Life' which helps develop positive attitudes towards relationships. Circle Time is sometimes used to provide a forum for discussions.
- Children need to learn that bullying is always unacceptable, however they should also know that if two children of equal power or strength have an occasional fight or quarrel, this is not bullying.
- Issues are raised during Collective Worship.
- Caring behaviour is rewarded .
- Playtime Rules and Class Codes give children guidelines to follow.
- Children are provided with good quality play equipment. Children are taught to look after this equipment and use it safely.
- Play leaders are members of Year 6 trained in running activities.
- There are lunchtime clubs offering extra-curricular activities most lunchtimes.
- New children are allocated a buddy to look after them during the first few weeks.
- Buddies from Year 6 are trained and children are able to come to discuss concerns with them. Anything of a serious nature is referred to an adult.
- Parents are made aware of the Anti-bullying policy through the school website.
- Training is given to staff to aid their recognition of the signs of bullying.

Dealing with incidents of bullying in school

There are five key points when dealing with suspected incidents:

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts – several children saying the same thing does not necessarily mean they are telling the truth.
- Adopt a problem-solving approach which moves children on from justifying themselves.
- Follow up repeatedly; checking bullying has not been resumed.

If incidents of bullying are observed or reported, it is important that this policy is followed consistently. Sometimes the report of bullying is made by a parent, again this procedure is followed. Incidents that occur during breaks are reported to classroom teachers and/or the Head.

#### Procedure

1. If instances of bullying are identified then we talk to the victim first. We make it clear to them that it is not their fault. Once a victim of bullying has been identified it is important to work with the whole of their class to build up the victim's self-esteem. This may be through using an outside agency such as Single Point of Referral.
2. Next the bully should be spoken to. Again no blame is attributed but we make it clear that the victim is upset and that is unacceptable. The bully is asked what has caused the upset and how we can work together to solve the problem. A contract is then drawn up between the member of staff and the bully, detailing the action the bully must take to solve the problem. The behaviour of the bully is monitored for one week by all staff (fed back to Head) and a review meeting is held.
3. A restorative circle can be used to allow the victim / harmed person to state how they have been affected say what they think should happen and to give the bully / harmer an opportunity to make amends and say how their behaviour will change. If appropriate parents may be involved in this circle.
4. At the review meeting the victim is spoken to first to ascertain if any improvement has been achieved. If the problem is solved the bully is told and the contract is finished. Follow-up meetings are called for a fortnight to ensure there have been no more repeat occurrences. If children expect follow-up, they are less likely to start bullying again.
5. If the problem still persists the bully goes on report for a further week. A discussion is held with the parents and child and suitable sanctions are agreed upon so that the child knows the consequence of their behaviour. Sanctions in this situation include:
  - withdrawal of break and lunchtime privileges
  - removal from the group in class once work has been set (internal exclusion)
  - withholding participation in any school trip or sports events that are not part of the curriculum
  - fixed period exclusion and permanent exclusion

All situations have to be dependent upon the nature and frequency of incidents. If the problem appears to have been rectified, but then there is evidence of bullying of another child, the process may need to proceed more quickly. SLT keep records of bullying incidents and subsequent meetings.