



## Behaviour Regulation Policy And Anti-Bullying

<b>Statutory</b>	Yes
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## Rationale

### *Restorative practices are increasingly being used to support healthy child development.*

Restorative practices focus on increasing the skills of reflection, communication, community building and making amends instead of relying on punishment.

As struggling pupils spend more and more time away from the classroom, their relationships with peers and teachers weaken, their ability to keep up with academic content reduces and their stress levels increase, creating a cycle of misbehaviour and disengagement. This can result in increased truancy, absenteeism and antisocial behaviours, defeating the purpose of discipline, which should be to support a child as they learn the skills to self-regulate leading to improved behaviour.

Restorative practices and mindsets focus on supporting our young people as they accept accountability for their actions, reflect upon the impact they have on others and, when needed, take steps to repair relationships and build new skills. This inclusive approach deepens relationships by asking pupils to consider how they impact their community and participate in reflective conversations with adults and peers. Strengthening these relationships can reduce stress, support the ongoing healthy development of the young person and provide positive models for pupils as they seek to change their behaviour and contribute to their school community in positive ways.

## 1. Aims

Simply put, The Woodlands Community Primary School Behaviour Regulation can be summed up as:

Be Kind- Show Respect

This is embedded in all we do and children are aware of, and can verbalise the simple message. The Woodlands Community Primary School aims to ensure the good behaviour of all pupils through a combination of high-levels of both nurture and structure. Our reflective approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We aim to create a structured and safe environment through the use of strong routines, consistently high expectations and high aspirations for all our children.

Our approach:

- We promote positive behaviour in our school.
- We recognise the crucial importance of strong nurturing relationships between staff and children working alongside parents and carers.
- We are an inclusive school and recognise the specific needs of varying groups of children including those with SEND and those who have experienced trauma.
- We use Emotion Coaching and the 4 W to help regulate behaviours

Our approach rests on our acceptance that:

- All members of our school community deserve respect, care and to feel safe.
- 'Kids do well, if they can' (Stuart Ablon). We believe that all children can and want to behave, but some need more support than others to do so.
- All behaviour is communication, the expression of a need or a way to overcome discomfort. It is our job as professionals to best support children so that they can behave, learn and flourish.
- Children should not be intentionally shamed or humiliated

This behaviour regulation policy is written in line with a reflective approach and draws upon the following documents, as well as resources from the Beacon House website. See these documents for further information and linked research.

- [Trauma Informed Behaviour Policies and Approaches: A guide for schools and settings](#)

- [Beacon House](#)

## 2. Legislation and statutory requirements

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

- [Behaviour in Schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Inappropriate behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to engage with learning.
- Poor attitude
- Ignoring adult instructions
- Hurting others
- Insulting others

**Serious inappropriate behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Running away from adults
- Racist, sexist, homophobic or discriminatory behaviour (including on the basis of faith/religion) and or assault
- Aggressive language and swearing
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being constantly unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying, or bullying behaviour is not tolerated at The Woodlands, please refer to the school Anti bullying policy in the Appendix

## 5. Roles and responsibilities

### 5.1 The School Standards Committee

The School Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The SSC will also review this behaviour regulation policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour regulation policy in conjunction with the school standards committee, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages kind and respectful behaviour and that staff deal effectively with unkind and disrespectful behaviour, and will monitor how staff implement this policy to ensure behaviour is dealt with consistently. The Headteacher will also ensure that all staff read and understand the policy as part of their induction

### 5.3 Staff

Staff are responsible for:

- Modelling kind and respectful behaviour
- Ensuring the environment is calm and safe for all children
- Adhering to consistent expectations and routines
- Developing warm and positive relationships with children
- Understanding needs expressed through children's behaviours
- Understanding the school's approach to behaviour and implementing the behaviour regulation policy consistently including communication with home
- Providing a personalised approach to the specific behavioural needs of pupils
- Accurately recording behaviour incidents (recorded on My Concern)

The senior leadership team will support staff in responding to unkind and disrespectful behaviour.

### 5.4 Pupils

Pupils are responsible for:

- Choosing to behave in a way that is kind and respectful:
  - **Resilience**- giving things a go and not giving up, even when they make a mistake.
  - **Empathy**- thinking about how the other person is feeling.
  - **Self- Awareness** - learning to understand the impact they have on others, both positively and negatively
  - **Positive Attitude**- Using manners and being kind, making each day at The Woodlands a positive one.
  - **Excellence**- trying their very best with attitudes towards the environment, each other and their learning.
  - **Communication** - speaking and acting in ways that are kind and respectful.
  - **Teamwork**- encouraging others to try their best whilst understanding everybody is different.

### 5.5 Parents and carers

Parents and carers are responsible for:

- Supporting their child/ren in engaging positively with the school ethos and behaviour expectations by re-enforcing behaviour that is kind and respectful
- Maintaining good communication with school so that there is a shared understanding of children's needs
- Informing the school of any changes in circumstances that may affect their child's behaviour, such as family break-ups or bereavement
- Discussing any concerns about their child's wellbeing with the class teacher promptly

## 6. Positive Behaviour Regulation

Good rapport and warm, consistent relationships between staff and pupils are the bedrock of effective behaviour regulation. Staff make an effort to get to know individual children and let them know that they are valued.

We support all children to behave in ways that are kind and respectful by:

- Investing in developing strong relationships with pupils
- Sharing and reinforcing expectations frequently.

- Narrating the positive - staff describe the ways in which children are meeting their expectations in order to set the example to all pupils
- Having clear routines and structures (for example making use of visual timetables and daily reminders)
- Regular use of specific feedback and praise
- Regular use of class and school reward systems
- Ensuring that learning is engaging and accessible to all pupils
- Promoting positive attitudes towards learning and making mistakes (growth mindset)
- Developing the Emotional Literacy of all children through daily routines and PSHE lessons
- Helping children to feel emotionally and physically ready for learning, if needed, by incorporating calming moments, sensory breaks and opportunities for mindfulness in the school day
- Responding to the changing needs of children as individuals

As with discipline, staff are mindful of the individual needs of children when making use of public praise and rewards. For a few children with specific needs, praise can be better shared quietly and in private.

## 7. Whole school rewards and consequences

### 7.1 Rewards

Across the school, a range of strategies are used to promote and reward kind and respectful behaviour. Effort and attitudes towards their learning are also rewarded. All children are allocated a TEAM [ Offa, Grazier, Ethelfleda, Peel] and many opportunities are afforded for children to be awarded team points for effort they show during their school day. Team points are usually rewarded for when a child has embodied one of our school values.

Points awarded are as follows:

- 1 team point- for good manners and behaviour
- 2 team points for excellent effort
- 5 team points for outstanding effort
- Green Card/ 10 team points for exceptional effort

An accumulation of 20 house points in a week can lead to ‘golden time’. Children can ‘cash’ in their team points for Golden Time or Accumulate their team points over the half term. The Junior Leadership Team assist pupils in selecting a reward from the Accumulator trolley depending on the total number of points accumulated.

### 7.2 What do we do if a child is showing inappropriate behaviour by being unkind or disrespectful?

When a child’s behaviour does not meet our expectations, adults will first of all reaffirm their expectations with the child, and then support the child to meet these expectations where necessary. Staff are encouraged to maintain an attitude of curiosity to the behaviour of all children and to be solution-focused wherever possible. Where the behaviour occurs during direct teaching, the first priority will be to maintain the flow of the lesson and engagement of all pupils. If a child needs to be moved, their teacher will always check-in with them afterwards to discuss potential reasons for their behaviour and decide next steps.

Children will be given a verbal warning and will be made aware of their actions and impact on the learning in the class. This warning is recorded by the class teacher. If the child repeats the inappropriate behaviour a second warning is given and recorded. If the behaviour continues the child is issued with a consequence of a yellow card meaning that a member of the behaviour support team is called and appropriate consequence issued. Yellow card incidents are recorded both on the class behaviour log and My Concern.

**\*\*\*Please see appendices below for each school’s behaviour pathway when dealing with inappropriate behaviour.**

**NB** in cases of sudden or serious inappropriate behaviour (please see definitions above), the first priority is the safety of all children, meaning that the usual behaviour pathway would not necessarily apply.

### **7.3 Serious inappropriate behaviour- RED CARD**

See paragraph 3 for behaviours considered to be serious.

In a case of serious inappropriate behaviour, the child is issued with a consequence of a Red card, meaning that a member of the behaviour support team is called and appropriate consequence issued.

In all cases where the behaviour is a significant cause for concern, the headteacher will be called for immediately [or a member of the leadership team will be involved in the Head's absence] The parents of all affected children will be contacted. Appropriate support and/or reparation and consequences must be planned for and agreed.

This process will be logged on the class behaviour log and MY CONCERN, within the child's personal record.

If there is a record of a child having engaged in seriously inappropriate behaviour resulting in a RED CARD on more than 3 occasions in a week, a member of the Senior leadership will work with the class teacher, parents and carers to decide on appropriate next steps.

### **7.4 Unsafe or dangerous behaviour**

Should a situation arise within the school setting where a child's behaviour becomes unsafe to themselves or others it will be necessary for the teacher to call for support from a member of the Senior Leadership Team. Where a child is obviously struggling to manage their emotions, the member of SLT would support the class teacher with the steps listed above (see Supporting Children to Manage their Emotions).

The aim is to co-regulate with the child to calm them and resolve the situation, allowing all students to continue with the lesson.

Where the member of senior staff considers there to be a risk that inappropriate behaviour may continue, they may remain in the lesson to assist in settling the class.

If there is a risk that the behaviour may result in any children being unsafe then the child will be removed if this can be done safely. If this is not possible, then the other children will leave the classroom/playground/hall etc. whilst a senior member of staff remains with the child who is struggling with their behaviour.

Where a child has caused a significant breach of health and safety, they will be automatically removed from the class safely by a member of staff using positive handling guidelines. Any incidents of positive handling must be recorded on My Concern as a Positive Handling Incident and parents/carers will be contacted.

### **7.5 Supporting children affected by the behaviour of others**

It is our priority that all children and adults feel safe within school. If a child has been hurt, physically or emotionally, by the inappropriate or serious behaviour of another child, then staff are expected to take proactive steps to comfort and protect the child from further harm. When supporting the child, staff should keep in mind the following process:

- If a witness, calmly challenge what has been said/ stop the harmful behaviour immediately. Tell the child/children that this is against our school expectations and explain why
- If being told about an incident, listen carefully to information from all children involved to assess what has happened.
- Facilitate an apology or reparation and decide on a consequence for the child(ren) who has/have caused harm
- Offer practical and or emotional support to the child(ren) affected and add this to the My Concern record of the event
- Communicate with parents what has happened and what action is being taken to prevent a recurrence of the incident
- Keep lines of communication open with all involved
- Link any My Concern records of incidents to all children involved or affected so that clear tracking can take place

We take incidences of physical aggression and violence, towards pupils and adults, very seriously and such behaviour will not be tolerated. Children who have intentionally hurt others may need to be separated from their peers either temporarily or on a planned basis whilst an action plan is made to prevent a recurrence of such behaviour. Children can also face suspensions as a consequence for incidences of

physical aggression or violence. In extreme cases permanent exclusion will be considered, see also the CAT exclusions policy and the DFE Behaviour in Schools Advice February 24.

### 7.6 Corrective Consequences

Consequences are not in isolation and should be paired with supportive strategies. Consequences should be proportionate and as closely linked as possible to the behaviours. A consequence should support learning to do better, a corrective consequence, allowing the child to become more self-aware.

Children should be given the opportunity to reflect upon their actions and the impact this may have had on those around them. Below are examples for some situations that may occur in school and the types of response that are appropriate:

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. <b>We do not force children to say sorry</b>
Incident relating to theft, damage to property etc	Where possible – a <b>natural reparation</b> should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a sitetask which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues e.g. football at break time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

For more detail on consequences during lesson time, please see school-specific appendices below. On the playground, consequences might include:

- The child is asked to come to sit to calm down. Chat with the child to problem-solve before re-joining game/play
- The child is removed from situation and redirected elsewhere on the playground
- The class teacher/member of SLT is called to speak with the child
- There will be an agreed amount of time that they cannot join in the game due to their behaviour.

Regarding consequences for serious inappropriate behaviour, please see above and exclusions, below. Teachers will use their knowledge of the child, and include the child in the discussion, when deciding on appropriate consequences which are in keeping with our trauma-informed approach.

### 7.7 Suspensions

Consequences for one-off incidences of serious behaviour can include a suspension, at the discretion of the Headteacher. Suspensions might be internal or external fixed-term dependent on the severity of the behaviour and shared knowledge of the child's needs and understanding of the situation. Where a child is repeatedly breaching the school rules, which impacts upon the learning and/or wellbeing of themselves or others, an exclusion might also be decided upon as a necessary step.

Behaviour management that relies on punishment, coercion or exclusions can increase pupil stress and can fail to support pupils' and teachers' future skills for engaging in effective teaching and learning which is why we only use suspension and exclusion as a last resort.



In each case of suspension, a meeting is held with the headteacher, the child and family to inform them of the decision and expectations during the suspension period. Support from outside agencies may also be discussed at this point and families sign posted if appropriate.

A re-integration meeting is also held when the child returns to school. This meeting involves the child, family, class teacher and SLT. The purpose of the meeting is to ensure that the child is aware of the reason, any adjustments that need to be made, expectations on return and access to any support needed. For full details of the exclusion protocol please see CAT exclusions policy and the DFE Behaviour in Schools Advice

### **7.8 Off-site behaviour**

Consequences may be applied where a pupil has shown inappropriate behaviour off-site when representing the school, such as on a school trip or at after school clubs run off site.

#### **Off-site curriculum trips or regular visits**

If a pupil has previously demonstrated unsafe or inappropriate behaviour on an off-site trip or is considered within school to be a child who places themselves or others at risk or is a child who cannot/will not follow instructions, then a decision will be made regarding whether this child should be allowed to take part in off-site activities. This includes off -site residential trips such as residential camp in Year 6. The school's decision will be final.

Children are expected to follow and model the School Rules when off-site and will be supported to do so in line with the behaviour policy. Children will also be supported to ensure that they follow a venue's rules when attending a trip. Where a child is considered either at risk to themselves or to others when on the trip - at ANY stage - they are accompanied back to school with an adult and a decision is made by the Headteacher regarding future trips premised upon whether or not this child will be safe or endanger other children on future trips. The school's decision will be final.

#### **Off-site residential trips**

Where a child has displayed behaviour that is considered either at risk to themselves or to others, they will need to leave the residential site and return home. Parent/carers will be contacted and will be expected to collect their child from the venue. The child will remain supervised by a member of staff until he/she is collected. The school's decision will be final.

### **7.9 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will deal with this behaviour in accordance with this policy. This would be considered as an incidence of seriously inappropriate behaviour. Such allegations might also be linked to safeguarding concerns.

Please refer to our Child Protection and safeguarding policy for more information on responding to allegations of abuse.

### **7.10 Reasonable force**

(In some circumstances, staff may use reasonable force to a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please refer to school Positive Handling Policy

## 7.11 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [guidance](#). [Searching, screening and confiscation advice for schools July 22]

## **8. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, on the basis of the understanding that all behaviour is communication. Pupils who might require a modified approach include: children with Special Educational Needs; children who have experienced trauma; children who are looked-after or recently adopted, and children who are experiencing difficulties at home. Staff are trained annually in the specific needs of children who have trauma and attachment issues by the Mental Health Lead. These children can often exhibit more challenging behaviours because of their experiences and, as a trauma-sensitive school, we know how important it is to create tailored behaviour support for these children in partnership with their parents/carers. The designated teacher supports class teachers and their parents with a behaviour management approach that meets the needs of the child and allows them to have a positive experience of school, whilst protecting the safety and well-being of all pupils

The school's special educational needs co-ordinator (SENDCO) will also evaluate pupils who exhibit challenging behaviours to determine whether they have any underlying needs that are not currently being met.

### Supporting Children to manage their Emotions

We know that children are sometimes overwhelmed by their emotions and can behave in ways that are particularly challenging as a way of communicating an unmet need. We realise that in these circumstances, the child needs close support to be able to regulate their emotion and feel safe. Wherever possible, the child should be supported by an adult with whom they have a close and trusting relationship. Following the advice of Beacon House, the following process would be followed:

1. **Regulate** - help the child to calm down through movement, breathing, taking to a safe space etc.
2. **Relate** - connect with the child to let them know that they are understood and they are safe.
3. **Reason** - when the child is calm, consider together what went wrong and how this situation could be avoided again in future. Discuss possible reparations together (i.e. tidying any mess, writing a letter of apology to somebody who was hurt). Be aware that the child might need a significant amount of time before they are ready to engage in rational conversation about their behaviour. (\*See visual explainer in the appendices)

This also links to the **Emotion Coaching Approach**, in which all staff are trained annually. Staff are expected to use the Emotion Coaching Approach to validate the feelings behind the behaviour and also to problem-solve with children to avoid this behaviour in future. At The Woodlands, we call this '**The 4 W's**' process.

The child is asked -

**What happened?**

**What were you feeling when this happened?** The child will be supported in identifying the emotion they were feeling.

**What needs to happen now?** Discussion will happen to include the child in deciding on an appropriate constructive consequence, linked to the incident.

**What can we do differently next time?** Discussion and guidance on how to respond next time they are dealing with a similar situation or overwhelming emotional response.

This links to Dan Hugh's PACE approach:

**PACE Model** (see <http://www.danielhughes.org/p.a.c.e..html> for more)

**Playfulness** ('I've forgotten what to do, can you help?')

**Acceptance** ('I can see you are feeling tired today. Do your first two questions and then I'll check on you')

**Curiosity** ('It looks to me like you are finding this tricky. Is that right?')

**Empathy** ('I used to worry in maths too. I know how you feel. Let's work on this together')

We recognise that some children, particularly those who have experienced trauma, struggle to manage their emotions and behaviour when their survival response has been triggered. We also understand that our youngest children can be impulsive and are still learning about how their behaviour can impact others. We would therefore be sensitive to such factors when deciding next steps for them. A discussion within SLT, including the Sendco, may result in it being necessary to call a meeting with the family to discuss how to support the child moving forward.

If appropriate, support and advice may also be sought from specialist teachers, behaviour support units, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan detailed support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year group, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings, where pupil information is shared to ensure appropriate support is given

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour challenges may be transferred to relevant staff at the start of the term or year. Information on behaviour challenges may also be shared with new settings for those pupils transferring to other schools.

## 10. Parents and carers

If a school issue has been identified by a parent or carer, there is an expectation that this issue is discussed with school in the first instance, in an effort to resolve any arising issues. Parents and carers are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff. This also encompasses 'electronic' communication e.g. emails, texts.

When a parent's or carer's behaviour is giving cause for concern, such as use of swear words the adult shall be spoken with regarding this concern. If there is no improvement then the School Standards Committee has the authority to ban the adult causing concern from school premises and /or from contacting members of staff.

Where an adult's behaviour is verbally or physically aggressive towards a member of the school community, the school will consider informing the police.

## 11. Training

Staff are provided with training on behaviour regulation as part of their induction process and with updates on an annual basis. Staff are also given training in supporting children who have experienced trauma, which is updated annually. The SENDCO arranges and leads training sessions on supporting children with additional needs and sensory difficulties.

Behaviour regulation will also form part of continuing professional development.

## 12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and School Standards Committee every two years. The written statement of behaviour principles (appendix 1) will be reviewed and approved every two years.

### 13. Links with other policies

This behaviour regulation policy is linked to the following policies:

- Equalities Statement
- Exclusions Policy [CAT]
- Positive Handling Policy
- Safeguarding and Child Protection Policy
- SEND policy
- Online Safety policy

### Appendix 1: written statement of behaviour principles

#### Tbc by School Standards' Committee

### Appendix 2: Minor and Major incidents list of examples

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly leading to disruption
- Distracting other pupils when learning e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Play fighting / rough play
- Daydreaming
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers
- Bringing in items from home without permission to play with in class

Major incidents might include:

- \*Any prejudice-based comments e.g. Racist/ Homophobic/ Faith based/ Transphobic/ Religious/ Ageist comments
- \*Gender based comments e.g. "you can't because you are a girl..."
- \* Verbal/written e.g. swearing at others (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, biting, hitting another person with an object
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. weapons, drugs, inappropriate images
- Ongoing multiple issues during a day

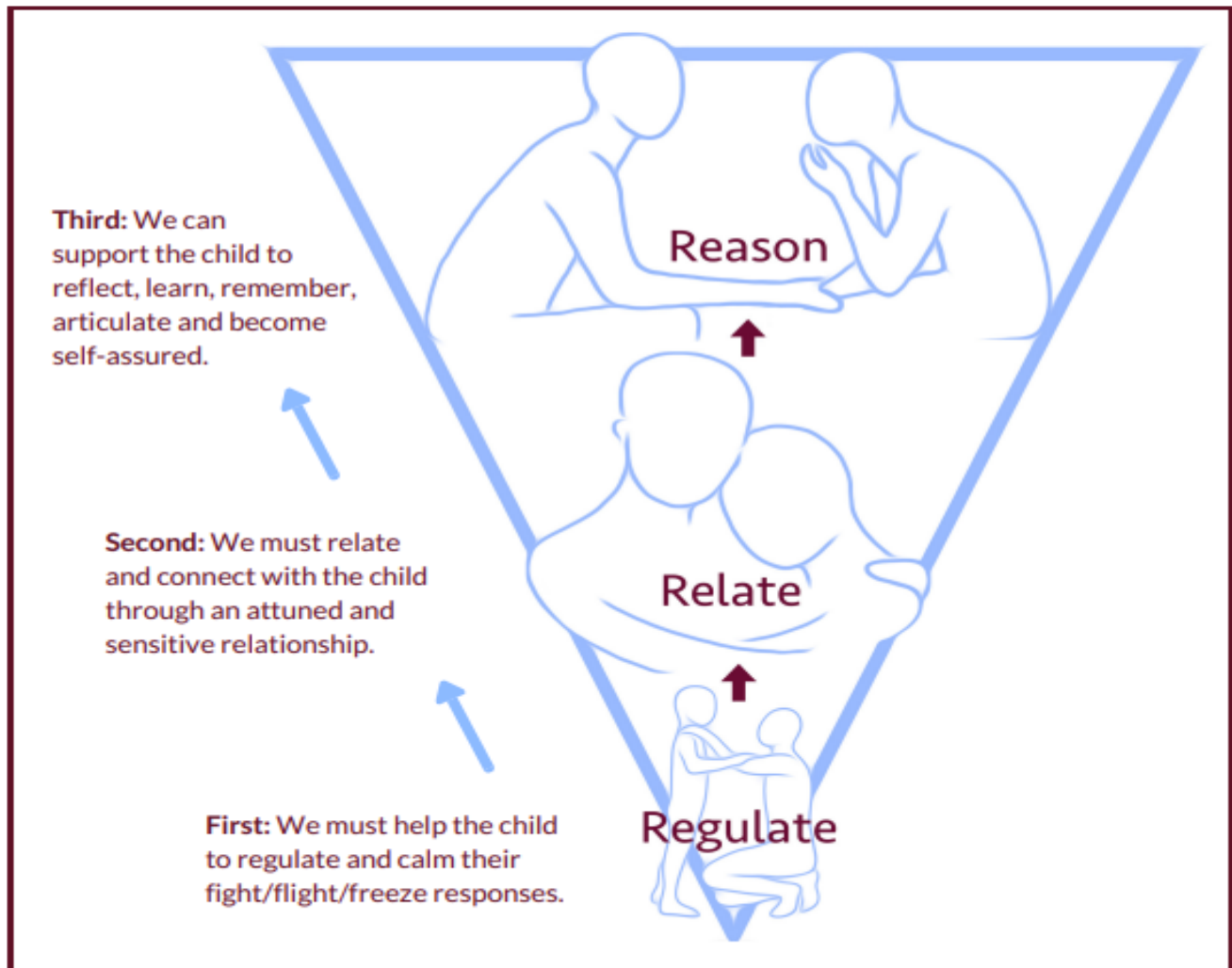
*\*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation. All above incidents are logged and reviewed by the SCC and Trust half termly.*

### Appendix 3: BEHAVIOUR PROCEDURE and supporting statements

Minor Unacceptable Behaviour EACH STEP IS RECORDED ON THE CLASS BEHAVIOR RECORD	Major Unacceptable Behaviour
Staff member identifies unkind or disrespectful behaviour.	The teacher identifies poor behaviour and expresses disappointment. - [Red Card is given to the child] The child is sent to Head Teacher - a discussion is held and an appropriate, proportionate consequence given.
If continues - <b>first warning</b> - - the child is made aware of their actions and their impact. This should be in a manner that creates as little disruption to the remainder of the class as possible and class log updated	
If continues - <b>second warning</b> - the child is made aware and class log updated	
In cases where the child still does not adjust their behaviour the next step consequence is a <b>yellow card</b>  <i>A member of the Behaviour Support Team is called and an appropriate corrective consequence is allocated</i>	
After a yellow card the process repeats	
If continues - <b>first warning</b> - child made aware	
If continues - <b>second warning</b> - child made aware	
In cases where the child still does not adjust their behaviour the next step consequence is a <b>Red Card</b> and they are sent to the Head Teacher [or SLT member] for discussion and a proportionate consequence	[Red Card] Head Teacher sees child immediately for discussion and a proportionate consequence

## The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

## Appendix 5: What if we were curious about behaviour?



## APPENDIX 6

### Anti-Bullying Policy

#### 1. Aims

Woodlands Community Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour, and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

#### 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on: Preventing and tackling bullying ([publishing.service.gov.uk](https://publishing.service.gov.uk))

- Keeping Children Safe in Education
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010

#### 3. Definitions

*What is bullying?*



We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Woodlands Community Primary School, our definition of bullying is:

**“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”**



Bullying is, therefore:

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

#### 4. Why is it important to respond to Bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT

#### 5. Types of bullying behaviour

Type of bullying	Definition
Emotional	Being constantly unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing



## 6. Signs and symptoms

Not all occurrences of bullying may be witnessed by a third party and a child who is being threatened may be too afraid to tell an adult. However, a child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs, and they should investigate if they have any concerns.

## 7. Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

Involving the school community in developing our policy

- Using gatherings and PSHE in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, social and emotional learning programmes, peer mediation, ambassadors.
- Secure the safety of the target of bullying. Take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes -consider what needs to happen next to prevent future bullying e.g., PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons/assemblies
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Focused work with individuals and groups of pupils where required to support understanding and development of social skills e.g., social skills groups
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

## 8. Reporting Bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- Their class teacher/TA
- Peers
- A trusted adult

Each class has a 'chatter box' where children can report their concerns if they do not feel confident speaking to an adult.

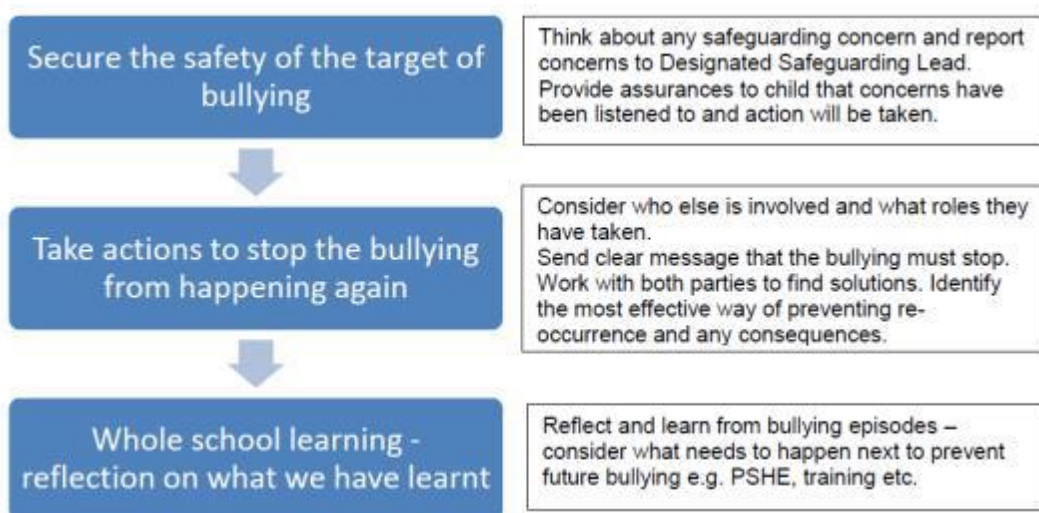
Children will learn that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to the class teacher. Any incident of bullying should be reported by anyone who witnesses it or becomes aware of it. When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

## 9. Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.



Bullying should be reported to a member of staff. This can be to any adult working in school that a child feels comfortable with. In addition to the victim's report, any incidence of bullying should be reported by anyone who witnesses it or becomes aware of it.

If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher

All reports will be taken seriously and children will be assured of this. Bullying behaviour or threats of bullying must always be investigated and the bullying stopped quickly.

Any alleged bullying will be investigated. All the children involved, the target, the bully and others if appropriate will discuss the incident(s) with a member of staff or the Head Teacher and the feelings of all parties will be considered.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

If, after investigation, it is established that bullying has taken place, it will be recorded in accordance with our existing procedures, ensuring the Bullying/ Racist incident is selected. The record should be clear and precise, and completed as soon as possible and shared with the Designated Safeguarding lead.

If an incident has been recorded as Bullying, the parents of the bully/bullies and the target should be informed, and they may be asked to come in to discuss the problem.

The strategies employed will be noted and the situation will be monitored. Parents will be kept informed about the concern and actions taken, as appropriate and in line with child protection and confidentiality policies.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online. In cases where a child reports bullying at the hands of an adult, safeguarding procedures will apply

## **9.2 Outcomes and Consequences**

Natural and logical consequences will be applied to the bully following the Behaviour and Restorative Relationships Policy and every effort will be made to help the bully [bullies] to change their behaviour. Discussions with all parties will follow the agreed restorative language prompts from the Behaviour and Restorative Relationships Policy. They will be encouraged to consider how they have made the target of their bullying feel as a result of their actions.

Proportionate consequences may include the bully being asked to genuinely apologise (verbally or written), staying in, completing written work on behavioural issues etc. In serious cases exclusion may be considered.

If possible, the pupils will be supported to be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

In repeated bullying or bullying of a very severe nature individual strategies will be put into practice with the combined support of parents, teachers and potentially outside agencies.

## **10. Cyber Bullying**

When responding to cyberbullying concerns, the school will act as soon as an incident has been reported or identified. We encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. A child may want to show staff content they wish to report, however, school staff will not direct children to share evidence on any devices. We will inform the police if a criminal offence has been committed.

In all cases parents will be informed, highlighting if a child is accessing online material recommended above their actual age. Where an individual can be identified, the school will discuss online content with the individuals and work with the person who has carried out the bullying to try to change attitudes and behaviours.

To support parents and children, we will provide information regarding steps they can take to protect themselves online. This may include advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, helping those involved to consider and manage any private

## **11. Supporting Pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns
- Working towards restoring self-esteem and confidence.

- Providing ongoing support. This may include working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through outside agencies such as Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Logical consequence, in line with school behaviour and restorative relationship policy
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

## **12. Monitoring arrangements**

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

The headteacher will be informed of bullying concerns, as appropriate and will report to the Schools' Standards' Committee and Trust on incidents of bullying, through the School Evaluation Statement.