



Norton Free C of E Primary School

RELATIONSHIP AND Anti-bullying POLICY

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Putting relationships first.

Our school ethos promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Norton Free Church of England Primary School
Relationship and Anti-Bullying Policy September 2024

'Our school is a caring, Christian Community, with Jesus Christ at the heart of everything we do. It provides a safe, nurturing environment enabling all children to flourish, to be the best they can be, to value themselves and others and to live joyfully and in peace'

Policy Statement

Norton Free C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We view behaviour as the communication of an emotional need, (whether this is conscious or unconscious) and we will respond accordingly. We encourage all adults in school to respond in a way that focused on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

"Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." (TIS)

We are a Trauma Informed school where **positive relationships** are at the heart of every interaction. Our behaviour policy is based on a more humanist, relational and universal approach, which is inclusive for all and can benefit the whole school community. We strongly believe that responding to the SEMH needs of children and young people is not the responsibility of a few staff in school; it is everyone's responsibility.

"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others" (TISUK 2019)

Through our Trauma Informed and Mental Health approaches, we want to ensure that all children develop **positive mental health and resilience**. All staff have received training around **Adverse Childhood Experiences** and **Trauma Informed approaches**. We have specially trained Trauma and Mental Health Informed Practitioners to support children who are identified as requiring additional support. Norton Free C of E Primary School holds regular 'Team Around the Child' meetings involving the Head teacher (safeguarding Lead), the SENCo, the Trauma Informed Practitioner and the Mental Health Lead. During this meeting, plans are made to support children based on their needs and the type of support needed.

We believe in providing every child with the opportunity to experience an outstanding education academically, emotionally and socially. We believe in '**warm**' **behaviour** strategies where we target the behaviour and not the person, making sure the children understand the reasons for any consequences and ensuring that staff always communicate with children in a **calm** and **warm manner**. Every lesson is a fresh start and pupils will be given an opportunity to change their behaviour. Each day is a new day and sanctions will not be carried over to the following day.

We are a **caring** community and our values are built on **mutual trust** and **respect** for all. We believe that the school community is based on good relationships. Our Relationship Policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone **feels happy, safe and secure**. We aim to develop a sense of personal responsibility in our children by encouraging them to be cooperative, considerate and caring towards other children and staff. All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; **fair, flexible, trustworthy, respectful, and model positive relationships**. Staff are emotionally available for all children and where necessary, a key-worker is put in place to support the child.

“Just one emotionally available adult in the school, community or home can make all the difference”
(TISUK 2019)

Aims of our Relationship Policy:

- To promote high standards of behaviour by encouraging **self-discipline** and **self-reliance**.
- To have a consistent approach to behaviour throughout the school and to encourage a calm, purposeful and happy atmosphere within the school.
- To promote a **safe, secure** and **caring** environment in which children can learn.
- To encourage an ethos where **tolerance** and **understanding**, together **with respect for the rights and views of others**, is fostered.
- To develop children as **citizens with a caring attitude towards school, community and the wider world**.
- To ensure that **every** member of the school community feels **valued** and **respected** and that each person is treated fairly and well. (NB Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity)).
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To promote responsible behaviour, encouraging self-discipline and encouraging children to respect themselves, other people and property.
- To build a community which values kindness, care, good humour, obedience and empathy for others and therefore promoting community cohesion through improved relationships.

Our school rules are displayed in all classrooms:

1. **We treat everyone as we would like to be treated, with respect.**
2. **We take care of school equipment both inside and outside school**
3. **We move safely around our building, walking when we are inside.**
4. **We are gentle with one another in our words and actions.**
5. **We aim to be the best we can be.**

In addition, there are a set of ground rules to which all in the school adhere:

- Children are encouraged to walk around the school at all times.
- Assemblies should be seen as a peaceful, reflective, quiet time of day for all participants.
- Children should enter and leave school via the designated door for their year group. The main entrance should only be used when children are late, are being collected for an appointment, or other exceptional circumstances.
- Children are **not** allowed in the stock cupboards, resource areas, classrooms or any other similar areas unless accompanied by an adult.

We aim to promote good behaviour through:

- Welcoming every child into school in the morning.
- Sharing the school rules and values throughout the year in classes and assemblies.
- All children sign a behaviour agreement in each class to acknowledge that they understand our expectations.
- ‘Catching’ good behaviour – actively looking out for good behaviour and praising it, ensuring that all children are praised for behaving well.
- Using praise whenever possible, both to promote good behaviour and develop a child’s self-confidence.

- Providing written praise on work whenever appropriate.
- De-escalating instances of disruptive or deteriorating behaviour.
- Using reflection time to discuss / clarify school rules and their importance.
- Using our PSHCE curriculum and Circle Time to demonstrate/discuss good behaviour.
- Awarding the Kindness Cup to encourage random acts of kindness.
- Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible, including house points.

Our behaviour policy is based on the following principles:

- Each day is a new day.
- Each class has a reward system in the classroom and each day all children begin with the expectation that each day will be a positive one.
- Children can earn house points for good behaviour and manners.
- House points are recorded visually in the main entrance with counters displayed in tubes.
- Children know that there are consequences when making inappropriate behaviour choices.

Praise and Rewards:

Many of our children always demonstrate **outstanding** behaviour. It is very important that all children feel their positive actions and attitudes are acknowledged. These are a few examples of how good behaviour is encouraged:

- Praise - varied, imaginative, consistent, sincere, meaningful and appropriate to the age of the child.
- Positive comments on children's work.
- Sharing the work with another class or the head teacher.
- A variety of stickers, stars, stamps, privilege cards and certificates.
- Celebratory assemblies during which certificates are presented - we celebrate both academic and non-academic achievements, for effort and for being kind and caring.
- Pupil of the Week certificates reward special achievements in any area throughout a week and are presented in a weekly Friday assembly. These children are also invited to 'Tea at 3' with the Head Teacher over the following week.
- Extrinsic Rewards: given out by the Head teacher and staff for good work and examples of good citizenship.
- Class teachers operate their own reward systems in class as well as rewarding house points. Each child and member of staff belongs to one of four houses (Rivelin, Porter, Loxley and Don) and at the end of the year, one of these houses will be awarded the 'Community Cup' based on the number of house points achieved overall in the year.
- A variety of certificates are presented to children depending on the context.
- Privilege cards are awarded to the children who 'always' show exemplary conduct. These children may sit on benches in assembly, use either the KS1 or KS2 playground and can eat in the Garden of Remembrance in the warmer months.
- Special privileges are awarded to the 'always' children, who always do the right thing.
- Postcards home.
- Attendance Awards.

Sanctions:

Sanctions are seen as ways of discouraging unacceptable or inappropriate behaviour. Examples of the sanctions used are listed below:

- If a child breaks our agreed rules they will be given a reminder, and encouraged to make a better

choice. They may be given a verbal reprimand. For the vast majority of children this will be sufficient.

- The child may be asked to work under adult supervision, or in isolation within the classroom.
- The child may be asked to go to the classroom next door.
- The child may be sent to the Head Teacher, Assistant Head/ or a member of the SLT. This will be left to the discretion of the class teacher to decide when this is appropriate. The severity of the incident and the persistence of the behaviour displayed will be considered.
- Children may be given **reflection time** with a member of staff in the dining room during break time. They may miss some or all of their break time. The Head or Assistant Head may also decide that a child's behaviour warrants them being kept in at lunchtime.
- If children are misbehaving on a regular basis or there is a very serious incident, parents/ carers will be contacted the same day by the class teacher to discuss the incident and reach agreement about how best to proceed. Parents may be invited to a meeting in school.
- If a very serious incident takes place, the parent/carers will be contacted by the Head Teacher in order to meet with staff to formulate a Behaviour Support Plan to address any ongoing issues. This may involve the SENCO as well.
- It may be that a child has specific needs and difficulties which lead to extremes of poor behaviour or persistent bad behaviour. In this situation, the child may require a carefully tailored, personalised support plan to help to deal with the range of difficult behaviours that are being exhibited.
- A child may be stopped from playing in a school sports team or representing the school in any way. This should only occur after consultation with the teacher in charge of the team and the Head. Parents/carers *will* be informed. Children may miss the opportunity to attend class visits if their behaviour is extreme.
- It may be necessary to seek the support of outside agencies, which will involve the Family Intervention Service (FIS) in meeting with the child's parent/carers, in order to determine the most relevant services to meet the child's needs. Where possible, the school should make contact with those agencies and set the support in motion.
- In the most extreme cases, a fixed term exclusion may be administered by the Head Teacher in consultation with the school Governing Body. This will be used in only the most extreme of cases.
- Persistent breaches of the school behaviour policy may result in a permanent exclusion.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

Monitoring and Recording

Behaviour is the responsibility of all and incidents of poor behaviour are logged on CPOMS. Parents/carers will be informed of issues involving their child's behaviour.

For additional information relating to CPOMS, please refer to the Child Protection Policy.

Code of Conduct

All members of the school community are asked to **respect** one another and observe the safety regulations that have been applied in school generally. All relationships in our school community are based on respect.

We expect our children to:

- Be punctual.
- Be respectful, polite, kind and caring.
- Refrain from bringing mobile phones into school unless this has been agreed with the head teacher. (Phones are to be kept in the school office during the school day).
- Being polite at all times and never using abusive language- this will not be tolerated on school

premises.

- Not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Physical violence is not acceptable, neither is retaliation. Parents will be informed if physical violence occurs.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Children should walk when moving around school (adhering to the one way systems where appropriate).
- All children are expected to **respect** their own and other people's **property** and to take care of books and equipment.
- Children are asked to **be well-behaved, well-mannered, polite and attentive at all times.**

Children should wear the correct school uniform, or appropriate clothing for the school day.

On days when PE is on the time table, children must come to school in their PE kit. This can include jogging or tracksuit bottoms and a hoody or jacket, if the weather is inclement.

Jewellery **must not be worn**, except stud earrings which must be removed by the child or before school on PE days. Long hair should be tied back and hair attire should be simple and in school colours.

Parents and Carers in Partnership

Parents and Carers play a significant role in supporting and upholding the school's approach, and by recognising that an effective school behaviour policy requires close partnership between all parties. Parents and Carers can help by:

- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending Parents' Evenings, parents' functions and developing informal contacts with school.
- Knowing that learning and teaching cannot take place without good behaviour being in place.
- Remembering that staff deal with behaviour problems patiently and positively.
- Refraining from posting comments on social media about alleged incidents in school.

Home/School Agreement

The school asks Parents /Carers and pupils to sign the Home-School Agreement at the start of each new academic year in school.

This policy has been formulated with all staff and in consultation with children, parents, carers and Governors.

All staff and Governors September 2024

To be reviewed as determined by the Head teacher, usually every 3 years.

Norton Free Church of England Primary School
Home-School Partnership 2024/2025
(Part A to be retained by parent/carer).

Norton Free Church of England Primary School
Home-School Partnership 2024/2025
(Part B to be retained by parent/carer).



Part A
Norton Free Church of England Primary School Rules:

1. We treat everyone as we would like to be treated, with **respect**.
2. We **take care** of school **equipment** both inside and outside school
3. We **move safely** around our building.
4. We are **gentle** with **one another** in our **words** and **actions**.
5. We try to be the best we can be.



Behaviour when we are outside school:

Help us to maintain the good reputation of our school when on school trips by:

- Following instructions straight away and behaving sensibly.
- Staying with your helper/carer and doing the work that you are asked to do.
- Being considerate towards members of the public and others in your group.
- Respecting the environment where you live and work.
- Using any equipment and apparatus for the purposes for which it is intended.
- Always remembering the purpose of your activity and using your time wisely.
- Remembering that when you are taking part in school activities you are representing our school and your behaviour should reflect the school in a positive light.



Behaviour when we are in school:

If a child breaks our agreed rules they will be given a reminder, and encouraged to make a better choice. If the child continues to break our agreed rules they will be given sanctions as agreed and referred to in our school behaviour policy. This can include a loss of privileges – such as loss of break time, loss of lunch time **break**, or time out. They may be sent to another class for a short period of time. If there is a very serious incident, the Head teacher will be involved and parents will be informed as soon as we have established the facts about what has happened. Parents may be invited into school to discuss the child's behaviour and ways forward with the class teacher or a member of the Senior Leadership Team. All serious breaches of the behaviour policy will be logged by the Head Teacher.

Serious Incidents and Misbehaviour:

The following types of behaviour are **not** acceptable and will be challenged and dealt with immediately.

- Verbal abuse, including racist, homophobic or insulting language towards staff and/or another child.
- Swearing.
- Unsociable behaviour (spitting, biting, obscene gestures etc).
- Deliberate damage to or stealing of property.
- Leaving school without any staff member giving permission.
- Physical abuse on another child or member of staff.

Part B:

The Responsibility of the School is

- To develop each child's potential as fully as possible.
- To teach effectively and to set the highest standards in work and behaviour.
- To care for each child, when at school, as would a good parent.
- To encourage children to move on to their next school as an enthusiastic learner.
- To encourage regular communications with parents as a basis for closer contact between home and school.

The Responsibility of Parents/Carers is

- To support the school in setting high standards.
- To ensure your child comes to school regularly, **on time**, refreshed, alert, appropriately dressed in school uniform and ready to work.
- To adhere to the school dress code in its entirety all year round.
- To take an active and supportive interest in your child's work and progress.
- To support the authority, discipline and ethos of the school, helping your child to achieve increased maturity, self-discipline, discretion and self-control.
- To control the development of your child's leisure time activities and entertainment.
- To help your child to make progress through the year, by sharing reading books and supporting with homework tasks.
- To communicate with the school as soon as possible if any concerns arise (rather than sharing concerns and negative comments on social media).

*Signed: _____ (Parent)

The Responsibilities of our Pupils is

- To attend school, on time, ready to learn and take part fully in activities as a member of the school community.
- To co-operate with staff and other pupils, accept authority and abide by our school rules.
- To adhere to the school dress code in its entirety all year round.
- To have consideration and respect for the feelings of other people.
- To ensure that behaviour does not endanger other pupils and/or staff, or cause damage to or the loss of other people's property.
- To care for the school environment, its buildings, furniture, books and equipment.
- To be honest, helpful, friendly and polite.
- To report any problems immediately and seek help from a member of staff whenever necessary.

*Signed: _____ Pupil



Norton Free Church of England Primary School
Home-School Partnership 2024/2025
Part C (to be returned to school – signed by the parent/carer and child).

Part C

We understand and accept the principles set out in the Home –School Partnership based on our Behaviour Policy. We understand the Need for Positive Learning.

We wish our child _____ and ourselves to be involved with a close working relationship with the school. We understand and accept the Code of Conduct and Behaviour Policy outlined above. We agree to support the school in setting high standards.

Signed _____ Parent/Carer

Date _____

Child's Agreement:

I will try to do my best at all times, follow our school rules and try to be the best I can be. I agree to show excellent behaviour at all times.

Signed _____ Child (please write your name, as much as you can)

Date _____

Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young people's SEMH needs.

We view the process of dealing with incidents in school through different levels –

Level 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Level 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Level 3 (If needed): Setting limits on behaviour ('We can't always get what we want')

Level 4: Problem-solving with the child/young person ('We can sort this out')

EYFS/KS1 Levels of Behaviour and our response.

<u>Level 1</u>	<u>Responses include</u>
Child not sitting on carpet spot when asked to. Not listening or paying attention/shouting out. Not working/not finishing work. Running inside/getting up out of their seat. Talking at an inappropriate time (during the lesson). Distracting others repeatedly. Unkind words to another child. Hiding work or resources.	Verbal reminder of expectations (whole class). Praise for those doing the right thing. Stay in class at beginning of break to finish work. Eye contact with the child. Count to 5/down from 5 out loud, giving them time to make the right choice. Reminder about class rules. Name written on the board.
<u>Level 2</u>	<u>Responses include</u>
Throwing small objects to hurt. Interferes with other's property, including taking something without consent. Minor deliberate damage. Leaving the room without permission (usually followed by the TA and returned to class). Inappropriate physical contact eg poking, flicking, pulling hair.	Sent to another classroom for 5 mins. Reflection time during break, time out to be decided by class teacher (5mins). Contact with parent at the end of the day by class teacher.
<u>Level 3</u>	<u>Responses Include</u>
Telling lies to get others into trouble. Persistent rough play resulting in tears. Encouraging others to misbehave. Causing hurt intentionally. Answering back or constantly questioning adult's decisions or requests. Destroying own work or the work of others. Damaging property or equipment (including play equipment). Misbehaving on school trips resulting in complaints from the venue.	Time out to calm down. Reflection time during break <u>or</u> lunchtime 5-15mins. Sent to another classroom for part of the lesson. Quiet word with child about rough play. Parents informed by class teacher either by phone call or invited into class at the end of the day. Behaviour letter sent home by Class Teacher.
<u>Level 4</u>	<u>Responses Include</u>
Using obscene words to offend Verbal abuse of adults Refusing to obey instructions repeatedly. Throwing Chairs Stealing Physical or violent assault causing injury or persistent violent behaviour, including hitting, spitting, biting and pushing someone to the floor. Persistent Bullying. Any Racist, Homophobic, misogynic behaviour	Child sent to Reflection Time during break and lunchtime. Child sent to a member of the SLT break and/or lunchtime. Child sent to Head Teacher. Head teacher contacts parents. Behaviour letter sent home by Head Teacher. Parents invited to meet in the Head teacher in school. Child may be unable to take part in team events/trips off the premises.

Y3 and Year 4 Levels of Behaviour and responses

<u>Level 1</u>	<u>Responses include</u>
Child out of seat/slouching/ leaning back Not listening or paying attention/shouting out. Not working/not finishing work. Pushing in a line when lining up. Running in the corridors/classroom. Talking at an inappropriate time (during the lesson). Not clearing up. Being in the wrong place.	Verbal reminder of expectations (whole class). Praise for those doing the right thing. Eye contact. Give a choice – you do this or this. Count to 5/down from 5 to give them time to make the right choice. Reminder about class rules. Stay in class at beginning of break to finish work.
<u>Level 2</u>	<u>Responses include</u>
Distracting others deliberately. Throwing small objects across the classroom. Complaining or muttering. Persistently disruptive. Talking at an inappropriate time and or asking inappropriate questions to disrupt. Hiding work (belonging to them or others) Minor deliberate damage. Inappropriate physical contact eg poking, flicking, pulling hair. Unkind words to another child.	Reflection time during break, time out to be decided by class teacher (up to 5mins). Contact with parent at the end of the day by class teacher.
<u>Level 3</u>	<u>Responses Include</u>
Leaving the room without permission. Telling lies and covering up the truth. Getting other children into trouble. Persistent rough play at breaktimes. Encouraging others to misbehave and causing trouble. Causing hurt intentionally. Answering back or constantly questioning adult's decisions or requests. Destroying own work or the work of others. Damaging to property or equipment (including play equipment). Misbehaving on school trips resulting in complaints from the venue.	Time out to calm down. Reflection time during break <u>and</u> some of lunchtime (5-15mins). Sent to another classroom for part of the lesson. Quiet word with child about rough play. Parents informed by class teacher either by phone call or invited into class at the end of the day. Behaviour letter sent home by Class Teacher.
<u>Level 4</u>	<u>Responses Include</u>
Using obscene words to offend Verbal abuse of adults Refusing to obey instructions Throwing Chairs or other objects Stealing from others or from school Physical or violent assault to others causing injury, or persistent violent behaviour, including hitting, spitting, biting and pushing someone to the floor. Persistent Bullying	Child sent to Reflection Time during break and lunchtime. Child sent to a member of the SLT break and/or lunchtime. Child sent to Head Teacher. Head teacher contacts parents. Behaviour letter sent home by Head Teacher. Parents invited to meet in the Head teacher in school. Child may be unable to take part in team events/trips off the premises.

Year 5 and Year 6 Levels of Behaviour and responses

<u>Level 1</u>	<u>Responses include</u>
Child out of seat/slouching/ leaning back Not listening or paying attention/shouting out. Not working. Pushing in the line Running in the corridors/classroom Talking at an inappropriate time (during the lesson). Not clearing up. Being in the wrong place.	Verbal reminder of expectations (whole class). Praise for those doing the right thing. Eye contact. Count to 5. Reminder about class rules. Stay in class at beginning of break to finish work.
<u>Level 2</u>	<u>Responses include</u>
Distracting others. Throwing objects to distract not to hurt. Complaining or muttering. Persistently disruptive. Talking at an inappropriate time and or asking inappropriate questions to disrupt. Hiding work (belonging to them or others) Minor deliberate damage. Inappropriate physical contact eg poking, flicking, pulling hair. Unkind words to another child.	Reflection time during break, time out to be decided by class teacher (up to 5mins). Contact with parent at the end of the day by class teacher.
<u>Level 3</u>	<u>Responses Include</u>
Leaving the room without permission. Telling lies. Getting other children into trouble. Persistent rough play at breaktimes. Encouraging others to misbehave. Causing hurt intentionally. Answering back or constantly questioning adult's decisions or requests. Destroys own work or the work of others. Damage to property or equipment (including play equipment). Misbehaving on school trips resulting in complaints from the venue.	Time out to calm down. Reflection time during break <u>and</u> some of lunchtime 5-15mins. Sent to another class for part of the lesson. Quiet word with child about rough play. Parents informed by class teacher either by phone call or invited into class at the end of the day. Behaviour letter sent home by Class Teacher.
<u>Level 4</u>	<u>Responses Include</u>
Using obscene words to offend Verbal abuse of adults Refusing to obey instruction Throwing Chairs Stealing Physical or violent assault to others causing injury, or persistent violent behaviour, including hitting, spitting, biting and pushing someone to the floor. Persistent Bullying	Child sent to Reflection time during break and lunchtime. Child sent to a member of the SLT break and/or lunchtime. Child sent to Head Teacher. Head teacher contacts parents. Behaviour letter sent home by Head Teacher Parents invited to meet in the Head Teacher in school. Child may be unable to take part in team events/trips off the premises.

Norton Free Church of England Primary
School Anti-Bullying Policy
(September 2024)

All staff of Norton Free C of E Primary School are committed to educating children in a positive, friendly, supportive atmosphere in which children feel valued, respected, safe and cared for. To ensure that this aim is achieved, **any type of bullying will not be tolerated. Everyone is expected to ensure that it does not happen and has the responsibility to tell.** We aim to create a climate within school where bullying is seen as unacceptable.

Definition of bullying from the DfE:

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can take many forms and includes racial harassment, coercing other pupils into an activity against their will and indirect bullying, e.g. spreading rumours or writing malicious notes. It also includes cyber-bullying (see separate policy on E-Safety) and is in direct conflict with our School Rules. Bullying is an imbalance of power in the relationship between the person doing the bullying and the victim of the bullying. The Governing Body and Staff recognise that all incidents of bullying must be dealt with immediately because:

- bullying makes children unhappy,
- some children avoid going to school, for fear of being bullied.
- children who are bullied are unlikely to concentrate on their school work,
- children who observe unchallenged bullying may assume that such anti-social behaviour is acceptable.

School Response:

At Norton Free we take unkind behaviour very seriously. We tackle it fairly and systematically. It is important to deal with it immediately in a fair, positive and constructive way in order to make a difference in the future. The emphasis is on understanding the cause and effect of actions and that everyone has control over their own behaviour. We encourage children to tell if they see inappropriate behaviour – there is no such thing as an innocent bystander.

If an allegation of bullying is made by a child or parent, this will be dealt with seriously, sympathetically and as quickly as possible.

A member of staff will talk to the victim, the bully and any witnesses separately and they will be given an equal opportunity to talk about their views of the incident. The incident will be thoroughly investigated and a record of findings kept so that a history of incidents can be maintained and any patterns identified. Other staff may be informed in order to monitor the situation in school. If the incident is proven, we aim to talk to both parties:

For the child accused of bullying:

- discussions and explanation with a member of staff about why the behaviour is unacceptable
- discussions around what prompted the behaviour and how similar responses may be prevented in future
- invite parents/carers into school to or, a member of staff will contact them, to discuss the child's behaviour and how this can be resolved
- the implementation of a behaviour support plan if necessary

A decision will be made about the type of sanction to be given, depending on the nature of the incident. Examples of the types of sanctions applied include:

- removal of certain privileges

- restrictions on playtime activities/ enrichment/school trips/other events in school
- monitoring of behaviour over a period of time which may include a home/school link book
- exclusion to another class for a period of time
- regular meetings with the Head Teacher and/or a member of the SLT
- In extreme circumstances, or where there are repeated incidents, the Governing Body and the Head Teacher may decide to exclude the child for an agreed period of time

For the victim:

- We will provide appropriate comfort and reassurance and the situation will be closely monitored in the future.
- Parents and Carers' will be invited into school to discuss the incident and the chosen course of action.
- Children will be given the option to attend the lunchtime club in the library if this is something that they feel would help.
- We can make individual arrangements for the child depending on what is agreed with parents at a meeting.
- Children can approach a named adult if they feel the need to.
- Children can have a 'buddy' from an older class if they feel this would help.
- Children must tell an adult if an incident occurs (each classroom has a thought box if they would prefer to write down what has happened). Teachers regularly check the thought boxes.

Roles and Responsibilities:

Staff:

Incidents of suspected bullying are rarely straightforward and will often involve a complex web of relationships and events leading to an 'incident'. It is important for staff dealing with the incident to ascertain as much information as possible in order to set the incident in context.

If a member of staff observes an incident, they will

- Report bullying or significant incidents of negative behaviour to the class teacher or Headteacher, as appropriate.
- Note examples of cooperative and noticeably improved behaviour and tell the child's teacher/ Head Teacher
- Attend monthly meetings with Assistant Headteacher/SENCO to review incidents of bullying, levels of respect from the children and day-to-day routines designed to lessen aggressive or bullying behaviour.

Children:

Children need clear guidelines to prevent bullying in school. Discussions about behaviour and expectations will be covered in classes and during assembly. Children will be reminded not to retaliate as this can make things worse and can lead to misconceptions about the incident. Children must report any incidents to a member of staff in the yard or to their class teacher. Thought boxes are provided in each classroom where children can leave a note for the teacher, if they are unhappy.

All children have access to Tootoot, our on line safeguarding platform. Children (Y2 – Y6) will be issued with a username and a password at the beginning of the school year. If they are not happy talking about an issue, they can log an incident on Tootoot and this will send an email alert to the headteacher or assistant headteacher directly. This will be acted on by Senior Leadership.

Children are told that if they ignore bullying, they are supporting it and allowing it to happen. The following advice is given to children and reinforced in school regularly:

- **tell** a member of staff straight away, ask a friend to go with you if you need to
- **put a note** in the thought box if you are scared to talk to an adult
- **talk** to your parents or carers' when you get home
- **always report** bullying as bullies won't stop unless their behaviour is brought out into the open
- **never be a bystander and watch bullying**
- keep on speaking up until you have been heard

Children are also made aware of the repercussions of bullying:

- you will have to make a proper apology to the person you have bullied
- you will lose privileges such as play time and Enrichment or trips/events
- if you bully others your parents will be informed. They will be invited to come to school to discuss your behaviour
- if necessary, the school will send home a daily or weekly report to your parents
- you may be excluded at lunchtime for a certain number of days
- you may be excluded for a short-term fixed period of time (this will be recorded)

Parents/Carers:

- Watch for signs of distress in your children, e.g. an unwillingness to attend school, feigned illness, isolation, damaged clothing or bruising
- Encourage your child to talk to you about school, their friendships, the journey to and from school, etc.
- Contact the school if you are aware or suspect that your child is being bullied or is acting as a bully
- Encourage your child not to be aggressive with other people
- Support the school if further action is needed. Remember we want your child to enjoy school too.
- Refrain from posting comments on social media about alleged incidents in school. Often some facts are missed or reported incorrectly and this makes it difficult to establish 'facts'.

Governors:

- Make sure you know about the Anti-Bullying Policy
- Support staff in implementing it and take an active part in maintaining the policy

All staff and Governors
September 2024

Parent and Carer Behaviour Policy:

Rationale:

We believe staff, parents/carers and children are entitled to a safe protective environment in which they work, visit or learn. Behaviour that will cause harassment, alarm or distress to the users of the premises is contrary to the aims of the school. Parents are encouraged not to approach other parents if they have an issue, especially if it is in front of the children. If an incident occurs on the school premises, it will be dealt with by the school. The school cannot be held responsible for issues that occur outside the school premises.

Aims and Expectations:

- All members of the school community treat each other with **respect**.
- Adults set a good example to children at all times, showing children how to get along with all members of the school and the wider community.
- No members of staff, children or parents, should be the victims of abusive behaviour or open to threats from other adults on the school premises – any incidents of this nature must be reported to the school.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in a withdrawal of permission to be on school premises.
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.
- Incidents of rudeness will be logged by the Chair of Governors.

It is the responsibility of the Head teacher and Chair of Governors to review this policy.

Appendix 1

Our approach has its roots in Attachment and can be applied to everyday interactions with children and young people. This is summarised by the acronym PACE (Dan Hughes):

PACE/PLACE

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings. More recently, the acronym PLACE has been used, to include a fifth element: LOVE.

LOVE is about creating loving relationships - all children need love.

More information can be found at ddpnetwork.org/about-ddp/meant-pace

Appendix 2

An example of a letter to parents about a behaviour incidents in KS1.

Date: _____

Norton Free C of E Primary School

Dear Parent/Carer,

_____ has been involved in an incident in school today and has been reminded about our school rules which all children are supposed to abide by in school. Please could you go over these rules with him/her at home so that we can work towards better playtimes and minimise any incidents that occur. Please affirm that play fighting is not allowed. We value your support in school and would like to work together to ensure we maintain a happy school.

Kind regards,

Mrs Bell

Norton Free Church of England School
Rules



1. Treat everyone as you would like to be treated, with respect.
2. Take care of school equipment both inside and outside school.
3. Always walk inside the school building.
4. Keep your hands and feet to yourself.
5. Always try your very best.



Appendix 3 -

An example of a letter to parents about a behaviour incidents in school

Norton Free Church of England Primary School

Matthews Lane
Norton
Sheffield
S8 8JS



Headteacher Mrs H Bell

Tel (0114) 2745 873

Fax (0114) 2359 060

E-mail headteacher@nortonfree.sheffield.sch.uk

Website www.nortonfree.org.uk

Website www.nortonfree.org.uk



Healthy Schools
SHEFFIELD



Key Stage 2 Behaviour Incident

Name: _____ Class: _____ Date: _____

Type of incident:

Refusal to engage with learning

Repeated calling out/disruption

Leaving room without permission

Repeatedly leaving seat

Unkind language (name calling)

Inappropriate language (swearing)

Physical/aggressive behaviour

Lack of respect for equipment/space

Verbally disrespectful to staff

Additional comments:

School rule to focus on:

1. We treat everyone as we would like to be treated, with respect.
2. We take care of school equipment both inside and outside school
3. We move safely around our building.
4. We are gentle with one another in our words and actions.
5. We try to be the best we can be.

At Norton Free, we want everyone to work and play together positively. Kindness and respect are at the heart of our school values and we appreciate your support in working together to maintain a happy and safe place for everyone.