

LANDKEY COMMUNITY PRIMARY ACADEMY



PROMOTING POSITIVE BEHAVIOUR THROUGH RELATIONSHIPS

including
Anti-Bullying Policy

Date Adopted: September 2023
**Author/owner: Landkey Community
Primary Academy**
Anticipated Review:

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Values and Aims

School values

At Landkey Community Primary Academy we are:

- ~ respectful & tolerant
- ~ positive & hardworking
- ~ happy & confident
- ~independent & resilient
- ~caring & considerate

Aims

- To foster, nurture and value strong and healthy relationships.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Students will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To provide a clear, fair and consistent approach to behaviour.

Landkey Charter

The Landkey charter is shared with each class at the beginning of the year and displayed within our learning environments. Children will be regularly reminded of the charter and its' expectations within our school. Assemblies and class time will be used to support the understanding of the charter.

The charter is for all pupils, staff, parents, representatives and all members of our school community.

- We will keep ourselves and others safe in school.
- We will treat everyone with respect.
- We are an inclusive school, everyone is welcome.
- We want every person to be confident in who they are and celebrated for their uniqueness.
- We will be considerate in our language choices.
- We will ask for help when we need it.
- We will encourage each other to share our emotions.
- We will care for our learning environment.
- We will always try our hardest and do our best.
- We will develop and build our resilience.

Beliefs

We have in place a variety of praise systems to promote positive behaviours:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through assemblies and in class time to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times.

- Verbal and written praise from the class teacher or other adults in school for learning, effort or behaviours for learning.
- Children may celebrate learning with other adults and classes.
- Teachers will share information about a child's behaviours.
- Every Friday, a Celebration Assembly is held. Teachers nominate children in each class who have shown examples of effort, challenging themselves and persevering in their learning. Children also nominate their peers for a special certificate with a focus on school values.

Theory and Research-Guidance for developing Relational Practice and Policy (Devon Virtual School team)



The guidance describes a relational approach to teaching and learning which influences whole school ethos and systems as well as everyday teaching practice and targeted support. It seeks to support schools to develop Relational Behaviour Policies where behaviour is seen as the communication of a need and which take into account current research and theory from the fields of attachment and trauma and on effective support for personal development. The guidance was written in response to well documented concerns regarding young people's mental health and well-being and long standing national trends which show the

disproportionate exclusion of children from vulnerable groups. Establishing and maintaining systems and practice in line with Relational Policy will involve whole school approaches and ongoing commitment.

This will include:

- Establishing consistent thinking, understanding and beliefs and values across all school staff, parents/ carers and partner agencies.
- Whole staff training, continual professional development and induction for new staff in relational theory and practice. Ongoing staff support through regular meetings and individual supervision and coaching to support the development and maintenance of skills.
- The consistent implementation of relational practice by all staff which is supported through clear systems and processes as well as active support and modelling by line managers and senior leaders.
- Systems and provision to support a clear graduated response to supporting children's needs which is child centred and involves parents and external agencies.

There are three main components to the model, Developing Relationships, Responding and Calming and Repairing and Restoring. For each of these the guidance explores implications for whole school universal support and also targeted support for those most in need.

Developing relationships



Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries.

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done though providing relational support in the

form of Protection, Connection, Understanding and Care.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognized and supported.

In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.

Responding and calming



Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Most children will at some point overstep a boundary and will need reminding about agreements and expectations.

We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.

Children who experience strong emotions that lead to harmful or challenging behaviour will need skilful co-regulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.

Repairing and restoring



Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change. Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.

Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.

Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

Relational approaches in the classroom

Keeping Things Calm : SEA

SEA is a helpful acronym for adults to have in mind for responding to students to help them to remain calm, feel understood/listened to and refocused on what they should be doing.

S – Safety cues – think face, tone of voice, body language.

E – Empathy – be curious and understanding. Respond empathically.

A – Agreements – remind or re-set.

Relational approaches in the classroom

Relationships are vital in good 'quality first' teaching. Through these relationships we support children to learn. Good 'quality first' teaching is vital in order to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in school. Adults in the classroom have a range of relational approaches to draw on in order to manage needs in the classroom. A teacher who is skilled in using these approaches and supported by wider systems in the school is likely to be able to manage the needs of the vast majority of students. In particular, being able to manage low level disruption through relational approaches and good quality inclusive teaching will lead to a calm and supportive environment where all children are able to learn.

Teachers and children will need to be supported by systems and processes which support the relational approach. At Landkey school the relational approach will be supported by senior leaders through doing staff development, early intervention and through a graduated response process.

The Relational Support Plan document will be useful for supporting the most vulnerable children, as will the Co-Responsive Regulation Plan and the Restorative Approaches Exploration tool.

De-escalation and calming through Co-regulation

Attunement, validation, containment and soothing are the central skills needed when supporting children to regulate their feelings and behaviour. Margot Sunderland describes how together these skills enable the child to experience co-regulation. Repeated co-regulation with an adult supports the child's ability to self-regulate through an integration and understanding of physical sensations, emotions, and higher-level thinking.

Attunement. Meeting the child's emotional intensity (positive / negative) on an energetic level, so as to connect with the child in their pain or their joy, reflecting the same emotional energy. The child will experience this as connection with the other. It will help them to understand how they feel and will show them that you 'get it'.

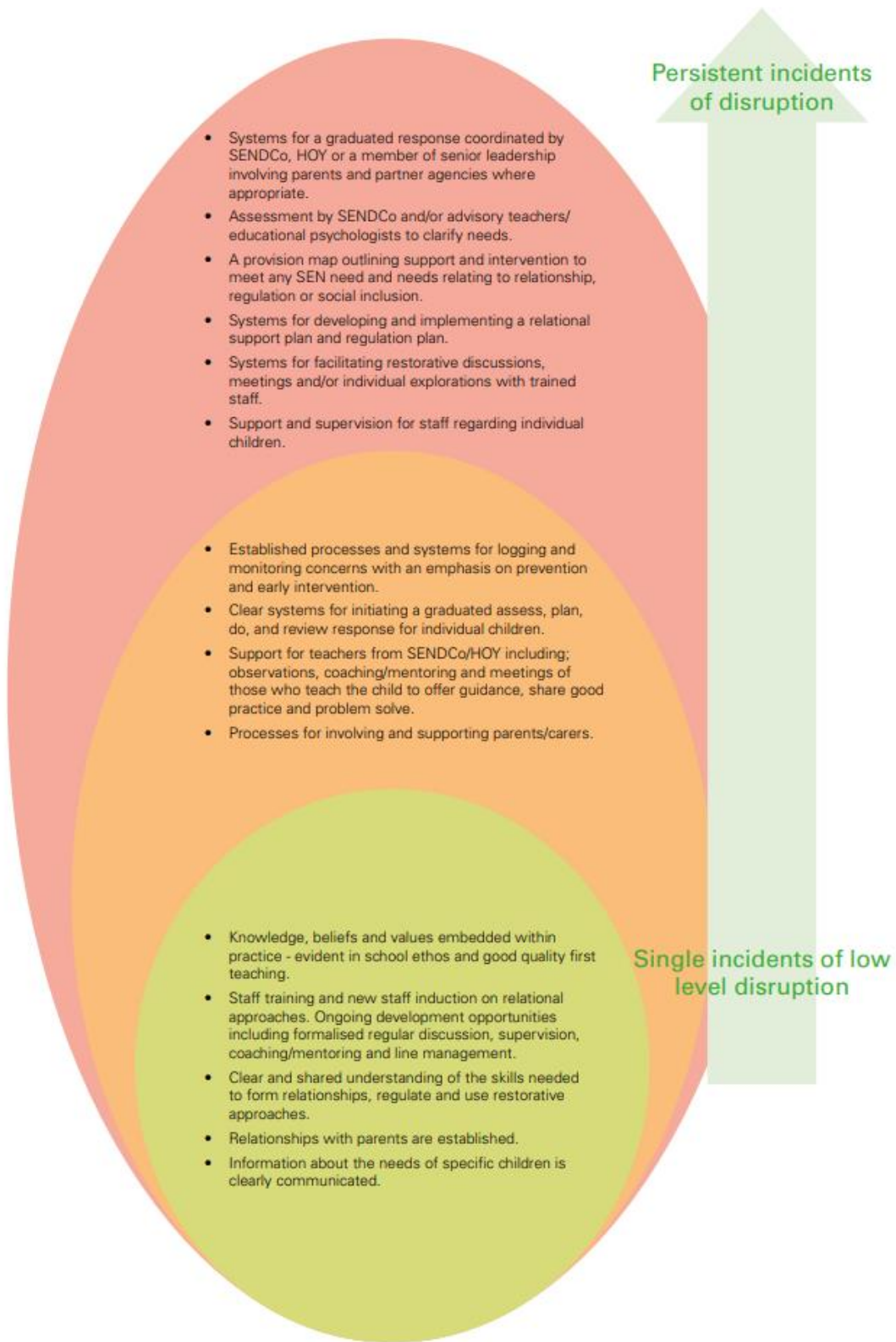
Accepting and validating. Validating how the child is experiencing the event, even if it is very different to how you are experiencing it. Not trying to persuade the child out of having the feelings they are experiencing, rather affirming, understanding and recognising that the child is feeling what they are feeling. Not just empathy, but finding the right words/ language of feeling/tone of voice to convey that empathy. Accepting and validating can help to stop unhelpful behaviour as when the child understands that you understand their behaviour and that their feelings are accepted and valid so there is not a need to go on showing the feelings through behaviour.

Containment of feelings. Being able to stay thinking and feeling about a child's intense feelings (e.g. rage, power plays, anxiety, distress) without deflecting into your emotional response or action. At times this will mean being able to bear their unbearable pain – being a container for it. Containment is also achieved through clear structures, boundaries and clear and understandable consequences, which are explained and understood.

Soothing. Soothing and calming the child's emotionally dysregulated states. Soothing in conjunction with addressing the other relational needs above, can develop stress regulating systems in the brain which control the body's defence pathways. Some children spend the majority of their time in a stressed state. We need to soothe them in order to calm their defence pathways. This will make it less likely that their defence pathway will trigger and also more likely that they will be able to self soothe when they are feeling stressed.

A guide to supporting regulation through responsive co-regulation plans. A Responsive Co-Regulation Plan can be found in Appendix 6.

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Calm Safe/socially engaged	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.
Mild Stress Alert/Agitated/Withdrawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
Dysregulated Mobilised	High levels of arousal/distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to ‘hold’ their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.
Dysregulated Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
Crisis	The child’s behaviour means that they or other people are not safe.	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training. Adults need to provide high levels of containment through their way of being – having a plan can help.



Processes and systems to support managing disruption in the classroom

Using praise and feedback effectively

Feedback has an important role in learning and development and it is important to support children to reflect on their behaviour in a way which will best support learning. Encouragement, positive feedback and genuine personal praise are important features of feedback. Research on what makes feedback effective when considering learning is helpful to consider when thinking about feedback for behaviour. There is extensive research which suggests that the most effective feedback is:

- Specific - "You stayed really focused today even when it got tricky" rather than "You were great today". This leads to greater understanding of exactly what they should be doing.
- Activity involving rather than ego involving – "It was kind and thoughtful of you to let others go first" rather than "You are kind". This leads to a belief that things are not fixed, everyone can behave well on some days and make mistakes on others. What you do makes the difference.
- Individual and does not allow comparisons between children – a quiet word giving feedback or a postcard home rather than a public announcement. This leads to children being reflective about their own behaviour without being influenced by the response of other children or the need to protect their ego.
- Identifies clear next steps. "You need to wait to take your turn when talking in a group" rather than "You need to be better next time". This supports children to understand expectations and focus on their actions.

In the relational approach it is more helpful to think of positive and effective feedback rather than rewards.

Systems which use public displays of behaviour such as sticker charts, behaviour charts, red, amber, green cards publicly displayed are not helpful. Some children become stigmatised, see themselves as bad and not able to change, others can become complacent or not able to allow themselves to make mistakes. Public displays which highlight individual children who are struggling with behaviour can create a need to protect the ego: the child may start to communicate that they do not care through their behaviour.

Being curious about behaviour, asking for example, "That went really well, how did you manage to do that" will lead to more reflective and beneficial discussions about behaviour.

Responding to incidents

Sanctions or punishment used as a response to incidents often exclude and ostracise children and can lead to children feeling humiliated and shamed. Sanctions often remove the very thing that children need in order to develop – relationships. We therefore do not advocate sanctions in response to incidents.

Following some incidents there will however need to be a response from the school in order to ensure that everyone is kept safe. If a child is violent on the playground on a Monday, it is unlikely they will be back out on the playground on the Tuesday. This is not as a punishment, but as an acknowledgement that we could well be setting them up to fail if they are back out tomorrow without any developmental input, and also that other children would not be safe. We need to take a relational approach to this, to ensure that the child understands that this is not rejection. We would advocate 'time in' rather than time out and so this is not an exclusion. The work that takes place with the child on the Tuesday lunchtime will seek to support them to be able to go back onto the playground not punish them.

Different children will have different needs and will be at different stages of their development. As with all good teaching, personalisation will be really helpful in enabling children to learn. This applies to social and emotional development as much as academic understanding. In order to be fair we need to be responsive to need, this means not treating everyone as though they are the same. Equality does not mean everyone getting the same, it means everyone getting their needs met. Responses to incidents will therefore need to be specific to the needs of the children involved.

If a child is persistently disrupting the learning of others then we need to consider whether we are getting it right. The child's behaviour is telling us something about their underlying needs and we will benefit from working on these underlying needs. This should be our priority when deciding on any provision / intervention. Exclusion is rarely helpful in meeting the child's needs.

For some people this will be a shift in thinking. Some may see this as the children 'getting away' with things unless there is a sanction. In our experience children like to feel that there is support for things to get better and parents want to be reassured that there are processes in place to ensure that their children are safe, happy and learning in school. When these reassurances are in place sanctions are rarely seen as necessary.

Communicating with parents/carers

Communication is key to our relational approach in school. Parents/ carers will be informed of responses to incidents that involve their child directly. Class teachers are the first point of contact for parents and carers. Senior leaders in school may contact parents if they have been involved in the response.

Special and exceptional circumstances

There may be times when it is felt that a child is not able to be in their usual lessons. This may be because they or other children are not safe or their behaviour is stopping other children from learning.

When children behave in an unpredictable, challenging or distressed way there may be times when they need to leave a classroom. In these cases there should be planned options for the child to exit the room and this should be detailed in the responsive co-regulation plan. Some children will benefit from having a safe place to go to, which can provide an environment with low social and sensory demand and regulatory activities. Other children will benefit from having a trusted adult with whom they feel safe and when they are ready and able can engage in some problem solving with whom they feel safe and able to engage in some problem solving when they are ready.

If it is felt that the usual curriculum is providing too much of a challenge and children require additional support and intervention, an alternative and flexible timetable within school may be appropriate. In these cases, children will benefit from a reduction in mainstream lessons to enable them to access a programme which focuses on their social and emotional development and well-being. This may include for example, access to a nurture provision, forest school or outdoor education intervention, small group intervention to support emotional literacy and intervention to support stress regulation such as mindfulness. This may also include more specialist intervention delivered by partner agencies on site such as counselling, play therapy or music therapy.

As a result of an appropriate assessment, schools may consider the use of individualised, creative, planned packages of support that may include time in offsite support centres in order to prevent exclusion. These decisions need to be made in conjunction with child, family and partner agencies.

A fixed term exclusion should only be used as a last resort. A fixed term exclusion should be a proportionate response where there is no alternative and it is important that the views of the child or young person and those of their parent or carer are taken into account.

Where exclusion is used it should be a short-term measure with the aim of improving outcomes. It should enable further planning and assessment and provide an opportunity for reflection for both the child or young person and staff involved. Relationship-based approaches, such as solution focused or restorative approaches, should be used to guide and support a child or young person's return to school.

Permanent exclusion

There may be exceptional circumstances where a child or young person is not able to have their needs met in their current school or where the school cannot guarantee the child's or other children's safety. There may be exceptional circumstances, where a child has been supported through a graduated response involving high levels of intervention, partner agencies, family support and where restorative work has been done to develop understanding and change behaviour, yet the school feels that they

cannot continue to effectively meet the needs of the child. In such exceptional circumstances a school which can provide more specialist provision may be sought.

Other policies that support this document:

Pupil Exclusions Policy

Equality Policy

SEN Policy

Safeguarding Policy

Parent and Visitor Communication and Behaviour Policy

Appendix 6: A Responsive Co-regulation Plan

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation
Calm Safe / Socially engaged		
Mild stress Alert / Aroused / Agitated		
Dysregulated Mobilised / Immobilised		
Crisis Unsafe		

The Restorative Approaches Exploration

This conversation is an opportunity to enable the child to learn about themselves and others after an incident has occurred. It is helpful to communicate explicit safety cues and have the PLACE framework at the forefront of your mind at any stage of this process. The more the process feels like a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will be able to learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing. Using soothing (not cross) tones.

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is at developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

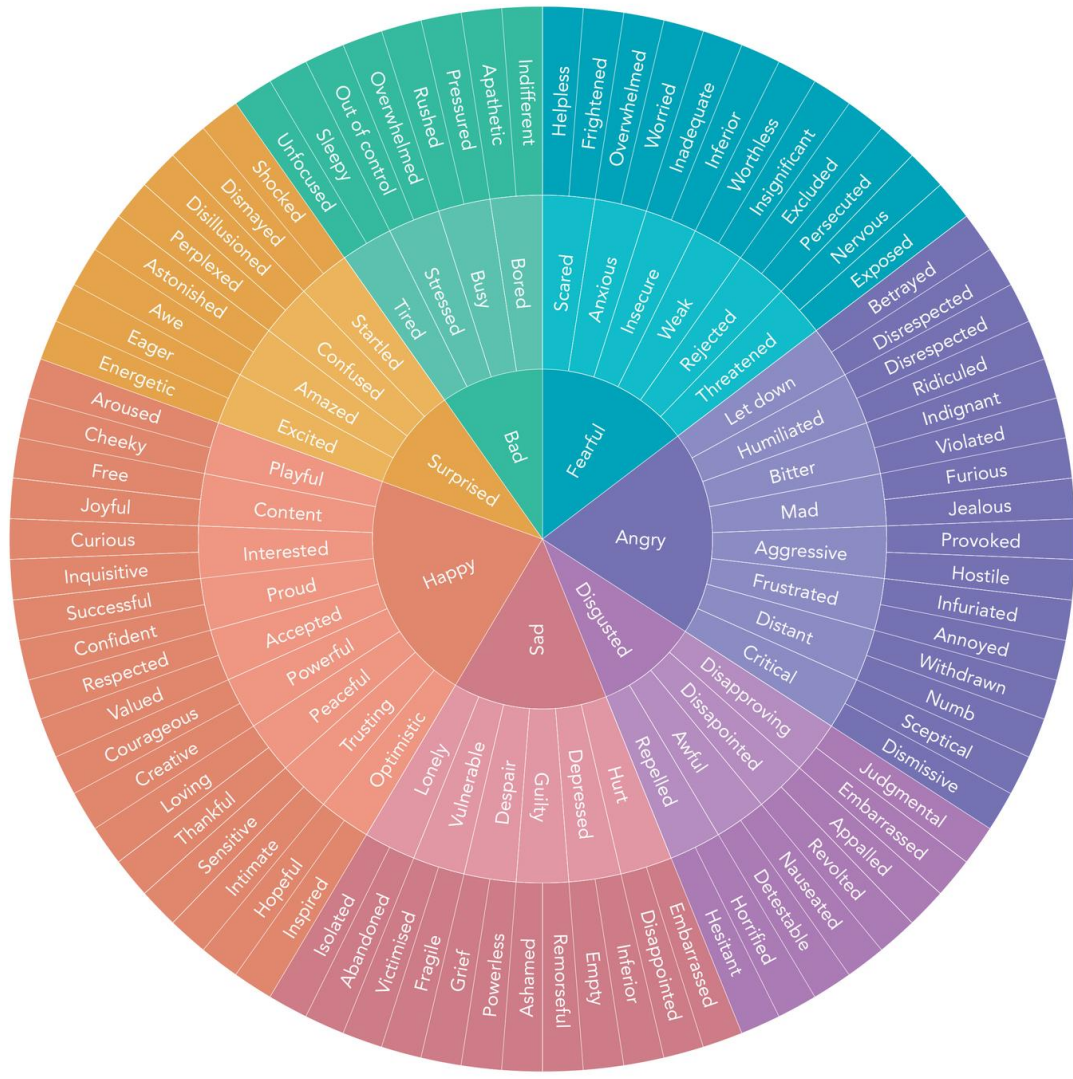
- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?"

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time. What does the child need in order to move forward?:

- Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.



The Feelings Wheel
 Dr Gloria Wilcox

The feelings wheel will be used to support children's identification of emotions. The feelings wheel allows for development of children's understanding of their emotions.

Appendix 1

Anti-bullying statement and policy

(see whole school policies and guidelines)

LANDKEY COMMUNITY PRIMARY ACADEMY

ANTI-BULLYING STATEMENT

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

- The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.
- Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.
- Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

Unfortunately bullying is something that happens in all walks of life. In spite of our best efforts bullying does still happen in schools, including ours.

It is in the nature of bullying that it can take place in secret or without adult knowledge. In our school we have many approaches which provide children with opportunities to bring these problems out into the open. These include **worry boxes** and the **School Learning Team** as well as more traditional routes such as talking to Class Teachers, Teaching Assistants and Mealtime Assistants.

We take the issue of bullying very seriously and it is important that we know exactly what we mean by bullying.

Children come to school to learn about many things. One area in which they often have much to discover is how to get along with others. In this, as in all areas of children's learning, they will not always get it right first time and it is from the mistakes they make that they will learn and become more mature in their relationships. It is important that children should have the freedom to explore these issues and that their less successful attempts should not be misinterpreted as bullying.

Why is it Important to Respond to Bullying?

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

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All school community board representatives, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All school community board representatives and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- **Bullying will not be tolerated.**

Statutory Duties of Schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Scope of this policy and links to other policies

This policy includes:

- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school
- allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:

- equality and diversity policy
- relational behaviour policy
- acceptable use policy (internet safety)
- safeguarding (child protection) policy
- complaints procedure

What is bullying?

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident.
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.
- It can be:
 - Physical, e.g. kicking, hitting, taking and damaging belongings
 - Verbal, e.g. name calling, taunting, threats, offensive remarks
 - Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
 - Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such."

(Adopted from Warwickshire's Anti-bullying Partnership 2007)

This school recognises that bullying which is motivated by **prejudice** is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying.

Bullying is not falling out with friends – this happens all the time and is a normal part of school life.

Signs and Symptoms

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

- is frightened of walking to or from school
- begs to be driven to school

Promoting positive behaviour through relationships including Anti Bullying Policy

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Identifying and reporting concerns about bullying

- All concerns about bullying will be taken seriously and investigated thoroughly.
- Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as those. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.
- Pupils who are bullying others also need support to help them understand and change their behaviour.
- Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.
- All pupils will be encouraged to report bullying by:-
 - talking to a member of staff of their choice
 - placing a concern in the class 'worry' box
 - contacting local and national support agencies for advice/support
- Staff who are being bullied will be encouraged to report it to a colleague of their choice.
- Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it and in accordance with the School's Behaviour policy.
- A clear account of the concern will be recorded and given to the Head Teacher.
- The Head Teacher /Senior Leader will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Class Teachers will be kept informed.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed about the concerns and any actions taken.

- Punitive measures will be used as appropriate and in consultation with all parties involved and in accordance with the School's Behaviour Policy.

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- providing reassurance that the bullying will be addressed.
- offering continuous support through pastoral counselling where appropriate.
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- the use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will:

- raise awareness of the nature of bullying through inclusion in PSHE, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, Evaluation and Review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the School Community Board.

An annual report will be made to the governing body, including statistics about:

- the number of reported concerns
- monitoring information about the pupils involved
- motivations for bullying
- actions taken and outcomes

Statistical information will be provided to the local authority as required.

The school will review the policy annually and assess its implementation and effectiveness.

Appendix 2 – Landkey Charter



Landkey Charter

1. Keep ourselves and others safe in school.

2. Treat everyone with respect.

3. We are inclusive. Everyone is welcome.

4. Be confident and celebrate uniqueness.

5. Be considerate of language choices.



Landkey Charter

6. Ask for help when we need it.

7. Encourage each other to share our emotions.

8. Care for our learning environment.

9. Try our hardest and do our best.

10. Develop and build our resilience.

Appendix 3 – Restorative approach

*Note not all ‘relational strategies’ are included in the flow chart – use full policy for wider range of support.

Individual	Whole class/group
<p>Give clear L.O’s and concise instructions</p> <p>Non-Verbal Communications</p> <p>Build relationship</p> <p>Check in and connect regularly</p>	<p>Go through Landkey Charter</p> <p>Plan seating plans and arrangements for groupings</p> <p>Give clear LO, guidance and instructions – T&L</p> <p>Model classroom behaviours expected</p> <p>High quality first teaching</p>
<p>↓ Single incidents of poor behaviour ↓</p>	
<p>Use encouraging prompts and reminders</p> <p>Consider adaptations to T&L – scaffold/challenge</p> <p>Adult (if available) to co-regulate and work alongside</p>	<p>Revisit Landkey Charter</p> <p>Consider adaptations to T&L – scaffold/challenge</p> <p>Discuss the class with SLT to gain further advice/support</p>
<p>↓ More serious, disruptive behaviour ↓</p>	
<p>Change of space / change of adult using a ‘time in’ approach to complete expected standard of work.</p> <p>Make sure child is clear on what is expected and how this will be achieved.</p> <p>Record incident on CPOMS.</p> <p>Ask for SENCo support in looking at learning environment - consider nurture provision is not already accessing. Other interventions to be considered.</p> <p>Use of relational plan.</p> <p>Parental communication and possible meeting.</p> <p>Consider temp exclusion including reintegration meeting.</p>	<p>Re-establish class agreements – focus on trigger areas.</p> <p>Hold a class meeting to establish what is going well and what needs to change.</p> <p>Loss of break/lunchtimes to complete missed work.</p> <p>Report incident to SLT – agree way forward.</p> <p>Possible staff training identified – coaching and mentoring.</p> <p>Use of scripts.</p> <p>Parents informed – communication home.</p>
<p>↓ Extreme and serious behaviour ↓</p>	
<p>Use of external agencies to support (EH, Inclusion lead, Ed Psych etc)</p> <p>Consider alternative provision or part time timetable.</p> <p>Consider permanent exclusion</p>	<p>Relational support plan for class</p> <p>Plan coordinated action/support with SLT. Target specific and clear areas of focus.</p>

Restorative Approach

It may be necessary to have a short structured conversation which recognises and responds to the child’s needs through attuning and validation.

I’ve noticed you are / I can see you are ... (name behaviour e.g. having trouble getting started, not in the right place, loss of concentration)

Which area on the Charter are you struggling with?

A reminder of positive behaviour / what does it look like?

This is the behaviour we need to see

Thank you for listening

A reminder for adults:

S – Safety cues – think face, tone of voice, body language.

E – Empathy – be curious and understanding. Respond empathically.

Responding and Calming

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:	Restorative Conversation Guidance Who has been affected by this?
<ul style="list-style-type: none"> • Listening and responding empathically, wondering aloud. • Starting where the child is at developmentally. Explore physical sensations and name possible emotions. • Letting the child know that you ‘get it’ (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid. 	<ul style="list-style-type: none"> • <i>How do you feel now?</i> • <i>Was anyone else involved?</i> • <i>If there was, how were they left feeling?</i> • <i>Can you tell us more about X?</i> • <i>Anything else to add?</i>

*Pictures and photographs, drawings and cartoons can help the child see other perspectives.

Repairing and Restoring

What do you need, and what needs to happen now so that the harm can be repaired?

	Solution focus - What needs to happen now?
Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time.	<ul style="list-style-type: none"> • <i>What needs to happen?</i> • <i>Can you tell us more about X?</i> • <i>Do you agree with that?</i> • <i>What do you need in order to move on from this?</i> • <i>What would that look like?</i> • <i>Are you ok with that?</i> • <i>When will it be done?</i> • <i>Anything else to add?</i> • <i>How does that leave you feeling?</i>

