St George's C of E Primary School

Behaviour Policy

School's theological-rooted Christian Vision

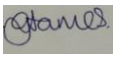
At St George's CE Primary school our vision is that every child upholds the Christian values with them in their daily lives. Our children strive to be confident, kind, thoughtful and selfless. You can see our vision come to life when walking through our school and in our classrooms. Our school motto is 'Jesus colours our love, our life, our learning'. We strive to live out this vision in everything we do in school to allow children to enjoy the fullness of life and enable them to flourish in the world in which they live.

Our vision is rooted in the Gospel of John and in particular chapter 10 'I have come that they may have life and have it to the full.' Our vision is rooted in the principle of Jesus' teaching that we must use his teaching to allow children to live life to the full and be able to flourish in their life within and beyond school. Our school vision encompasses our 6 Christian values (compassion, love, truthfulness, thankfulness, forgiveness and hope)

March 2025

Policy adopted: March 2025

Policy to be reviewed: - September 2027

Signed on behalf of Governing Body:- 

Signed by the Headteacher:- *J. Young*

Document history

School:	**St George's C of E Primary School**
Date adopted by Governing Body:	**2nd October 2024**
Signed (Chair):	***G James***
Signed (Acting Headteacher):	**A Seddon**

Produced by:	**A Seddon**

Date reviewed:	**Comments:**
19.3.25	Updated by J Young. (Headteacher) •
3/3/2026	Updated by J Young/A Seddon – Restorative Practice section Page 13/14
16.03.26	Six stages of crisis support sheet added to appendix – page 29-30
16.03.2026	Six stages of a crisis- editable to support an individual – added to the appendix page 31,

St George's C of E Primary School

BEHAVIOUR POLICY

This policy will be reviewed as appropriate, after a process of consultation with the Staff, Headteacher, Local Authority and any other appropriate agencies.

Introduction

This document is a statement of the aims and strategies for ensuring positive and excellent behaviour.

Rationale: School Vision

At St George's we aim to educate the whole child. This policy supports our school's intent to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally to enjoy success and realise their full potential and in which pupils and staff feel safe, secure and valued.
The following six Christian value support our aim and intent and underpin everything we do as a school:-

- Compassion
- Trust
- Truthfulness
- Thankfulness
- Forgiveness
- Hope

Our aims:

To ensure Christian values and spirituality are at the heart of all aspects of school life.

To promote a love of learning within a safe, happy and vibrant environment, in which every person matters.

To provide quality learning experiences which are both challenging and rewarding to all pupils and which will continue to raise standards in all areas.

To nurture respectful citizens of the future, who think and care for themselves, their community and their world.

To work in partnership with governors, parents and local parish community and celebrate success together.

Behaviour Policy

Every child deserves to be inspired, have a positive mind-set, recognise setback just a stepping stone to success and to believe they can do anything they set their minds to. At St George's C of E Primary School we aim to develop the self-awareness, self- belief and emotional intelligence of every child, regardless of their background or circumstances, to give them the tools needed to flourish in life. Positive behaviour is defined as the actions that create a positive environment. That enables others to interact more effectively through what they say or do

Policy Aims

- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- to ensure positive behaviour is taught across the curriculum using the teachings of Jesus, a focus on
- Gospel and British values and through our PSHE curriculum.
- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding
- To create a nurturing, loving environment where children's feelings are understood and they are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To develop positive mental health and wellbeing through this approach
- To ensure that all children are able to communicate their feelings and feel valued

- Teach values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.We acknowledge our legal duties under the Equality Act 2010 and in respect of children with Special EducationalNeeds and Disabilities. Therefore, we do all we can to ensure that this policy does not discriminate, directly or indirectly.

How can we 'teach' behaviour?

- ***Relationships*** *(invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)*
- **Role modelling** *(this is essential – for e.g. we have to show them how to 'behave positively in all situations*
- **Consistency** (*not equality*)
- **Routines** *(but with flexible thinking referring to individual circumstances and quick wins)*
- **Prioritising pro-social behaviour** (*really valued in every child – thanking them, proximal praise*)
- **Planning alternatives to anti-social behaviour**
- **Reward and positive reinforcement**
- **Feedback and recognition**
- **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*)
- **Ignoring** *(unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give*

attention to these behaviours)

- **Positive language** *(tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)*
- **Restorative Practice** *(follow up the behaviour, its impact and consequences at the* appropriate time. *Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them.*

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
  Ensuring that they are fully aware of the emotional coaching approach that is expected in the School. (See appendix 1)
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in the school.
- Establishing and maintaining high expectations at all times and praising when expectations(however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values,beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner.
- Facilitating learning about relationships and behaviour.
- Use emotional coaching to meet the needs of individual children.

The Governors and Headteacher are responsible for:

- Monitoring and evaluating the impact of the Policy.The SLT are responsible for:
  - A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
  - Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
  - Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
  - Effective monitoring and review of behaviours throughout the school.
  - Recording and monitoring incidents using CPOMs taking steps to ensure that they do not re-occur.
  - Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

Pastoral Manager

We have a Pastoral Manager who works closely with children who are in need of additional support to develop positive relationships and address pastoral concerns.

The staff are responsible for:

- Using positive techniques, including emotional coaching, to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action toprevent accidents.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right tolearn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground andensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities"
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording incidents in CPOMS on a daily basis, where a child's behaviour is deemed to effect themselves and others

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and emotional coaching approachfor staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement (see appendix 2) when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping theschool well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

Following school rules and guidelines.

- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.
- To uphold the Christian Values

Procedure

Our behaviour policy takes into account all of our children and their circumstances. It aims to help children calm down, self-regulate and reflect on their feelings which in turn will then help them to manage their behaviour. We recognise that all behaviour is a result of a difficult feeling or a difficulty with communication.

Within the learning environment there will be:

- School values poster displayed
- School rules displayed
- Calming area

In some cases of exceptionally difficult behaviour, we will provide internal calm-time space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to calm down. Our calm space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period of time.

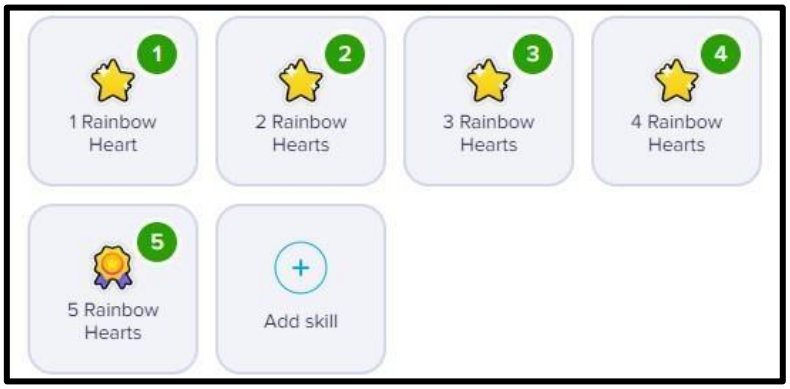
School Rules:-

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

All rules are communicated regularly to children and displayed in classrooms. Rules are framed positively to maintain connection and link to our school Christian values

Rewards

- Rewards are given in real-time in most situations, we offer real-time rewards such as rainbow hearts, stickers in books when we see good work/ good behaviour and verbal positive acknowledgements
- We acknowledge positive behaviour and working hard with reflection rather than reward to reinforce reflective thinkers who want to achieve for themselves and not for a reward.
- We acknowledge positive changes to behaviour, emotional intelligence skills and empathy with our Headteacher award which is based on our school values. This will be communicated to parents via the schools weekly newsletter.



- When children gain 100 rainbow hearts per half term, they will be invited to participate in '100 Time'. The 100 Time Reward is decided by each class at the start of a half term and is displayed in each classroom.
- Every week we celebrate the children who have excelled in our values and behaviour expectations in an assembly. They also get a special mention on our weekly newsletter to parents for all to see.

Types of Behaviour

Pro-social

This is relating to behaviour which is positive, helpful, and intended to promote social acceptance. Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Pro-social behaviour can be defined as the 'absence' of anti-social behaviour.
The best examples are demonstration of the Christian ethos and values of our school.

Unsocial Behaviour *(referred to as tricky' or 'difficult')*

This is when an individual is not enjoying or making an effort to behave sociably in the company of others for example they may not be doing as instructed, but this is not to the detriment of others.

Examples of which are:

- Leaving their desk without permission
- Leaving the carpet during input without permission
- Refusing to complete the work set
- Choosing to do another activity than the one set
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Anti-social.

Anti-social Behaviour *(some are referred to as 'dangerous')*

This is defined as:

- Behaviour that causes harm to an individual, group, community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

Anti-social Behaviours	Dangerous Anti-social Behaviours
• Aggressive shouting/calling out disruptively • Continued interruptions • Swearing • Answering back, mimicking • Name calling • Lying • Refusal to carry out an adult's request • Distracting or disrupting others' learning by shouting, banging, making noises • Throwing small equipment • Leaving the classroom without permission • Damage to property/pushing over furniture • Stealing	• Leaving the school building • Leaving the premises • Spitting (directly at another) • Pushing aggressively • Scratching, Pinching • Hair pulling • Hitting, Kicking, Biting, Punching • Fighting • Throwing furniture • Physical or verbal bullying (see Bullying Policy for definition) • Threatening a • Sexual harassment • Racist, sexist, homophobic or transphobic remarks

It is important not to group unsocial behaviour with anti-social behaviour.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help and also related to their age and stage of development. At this point, staff will implement emotional coaching to deescalate the behaviour and avoid dangerous anti-social behaviour.

Anti-social behaviour should not need SLT support unless it is persistent and disruptive. However, dangerous anti-social behaviour is likely to need SLT support/intervention.

The Headteacher and the staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. In this instance the 'Search, Screen and confiscation policy' will be followed and the appropriate consequence given (as set out in 'Reporting Behaviour incidents' section)

The list of prohibited items includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- e-cigarettes
- fireworks
- pornographic images.

Responsible Staff

All staff have a responsibility to implement, develop and maintain positive behaviour management strategies for their class and for all the children in school.

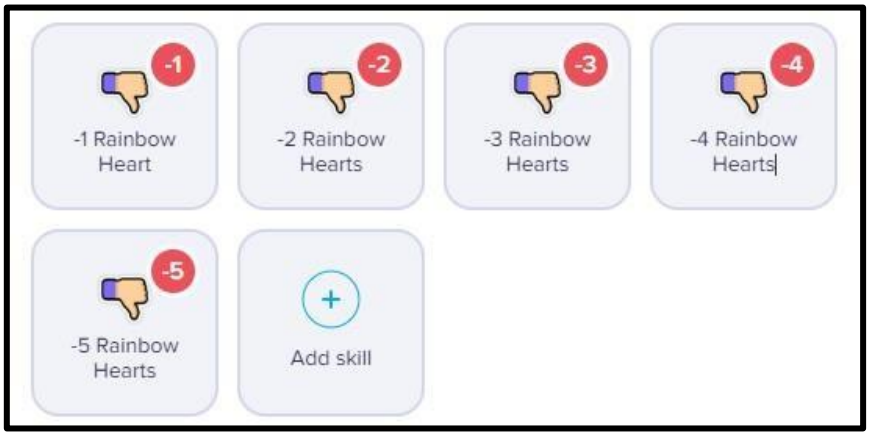
However, on occasion it may be appropriate to seek support from other staff. The first point of contact should be the relevant Phase Leader or Pastoral Manager who will offer support and guidance to both the child/children and staff involved.

If the Phase Leader deems it appropriate, the child/children will be taken to the Deputy Headteacher who will support staff in dealing with the behavioural incident. Appropriate action will be taken. (See reporting behavioural incidents below) However, the child/children must feel appropriate and fair sanctions are taken (see below) but they will be given an opportunity to make a fresh start as soon as possible and be ready to resume their learning at the earliest opportunity.

Other Sanctions

Staff may feel that an immediate sanction is needed. Sanctions such as these listed below can be used if a child is not following the School Rules, as long as they are a logical consequence to the initial 'wrongdoing':

- Loss of Rainbow Hearts
- Losing playtime or part of it (as long as there is supervision – children should not be left on their own)
- Losing lunchtime play, or part of it (as above)
- 'Calm Down' time – somewhere quiet but safe and of as short a length of time as possible. The child is sent to sit outside the class or at the back of the class (or asked to stand at a wall if they are playing outside) and given a time limit. They must come back into class (or onto the yard) as soon as possible, ready to learn. Children should not be left unsupervised.
- Time out on the wall at play times
- Completing incident forms / restorative justice form (appendix 3)



Reporting Behaviour incidents

All incidents of anti-social behaviour will be recorded on CPOMS on the same day and SLT informed the same day.

All incidents of anti-social behaviour will be recounted by the children involved on the schools 'Witness Statement'. (See appendix 4)Serious incidents of dangerous anti-social behaviour will be reported to the SLT or Headteacher, if appropriate on the same day and parents informed.

In the event of a child's behaviour being serious enough to warrant the Headteacher's attention, this will be dealt with as follows:

Stage 1

- Initial contact to parents by the teacher
- recorded on CPOMS by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- child loses break time/lunchtime

Stage 2

- Second contact to parents by the Phase Leader/ Pastoral Care Manager
- recorded on CPOMS by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- child loses break time/lunchtime as appropriate
- when necessary an 'Achievement Chart' will be implemented (see appendix 4), this must be checked daily by the Pastoral Manager.

Stage 3

- Third Contact to parents by the Deputy Headteacher
- recorded on CPOMS by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- further loss of break time/lunchtime as appropriate

Stage 4

- Final contact to parents by the Headteacher
- recorded on CPOMS by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- short term suspensions of increasing time or permanent exclusion if appropriate

At any point in the above list, a child may be sent home immediately should their behaviour be unsafe or disruptive enough to warrant this.

Fixed-term and permanent exclusions

Extreme containment issues may lead to fixed-term exclusion or the child's parents/carers being asked to take the child home for the remainder of the day. Only the Headteacher or Deputy Headteacher has the power to exclude a child from school. The Headteacher or Deputy Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher, to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this

If the Headteacher excludes a child, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the

parents how to make any such appeal. Parents are invited to a reintegration interview before their child returns to school.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

All exclusions are recorded and carried out using the process and procedure advised by the LA.

Behaviour records and Risk assessments

Staff record incidents of concerning behaviour on CPOMS which is monitored by the Key Stage leaders, Pastoral Lead, Deputy Head and Headteacher

The school also keeps a record of racist, sexual, homophobic, transphobic or bullying incidents. These should be recorded by the staff witnessing/investigating the incident on CPOMS and reported to the Local Authority via Sims if appropriate. The Headteacher or Deputy Headteacher must be informed and then parent/carer must be contacted, including the parents of any victim of poor behaviour.

By looking at a behaviour in a logical chain of progression, it is easier to determine the function of a behaviour and better understand why a child is acting in a certain way.

If we continue to be concerned about a potential risk of harm to children or staff as a direct result of a child's behaviour, then a risk assessment & child safety plan will be completed (see appendix 5)

Use of Reasonable Force

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented on CPOMs. Staff are trained in Team Teach techniques (refer to our Use of Reasonable Force Guidance and Policy).

Equal Opportunities

This policy will be applied in accordance with the single equality scheme and takes into account the school's legal responsibilities in respect of safeguarding and in respect of pupils with special educational needs as set out in the Equality Act (2010).

Children with Special Educational Needs

Some children with specific difficulties find it more difficult to behave appropriately at all times. Where needed, targeted support will be put in place for children with SEND and the SEND Leader may seek the advice of outside agencies. Sanctions and consequences will be used as appropriate with consideration given to the individual needs of the child.

Understanding Behaviour Through the Crisis Development Model

At St George's CE Primary School, staff recognise that behaviour is a form of communication. We use Robert C. Chandler's Crisis Development Model to guide our adult responses to escalating behaviour.

This model helps staff respond calmly, consistently and therapeutically at each stage of emotional escalation.



Restorative Process at St George's

At St George's CE Primary School, restorative practice is used following incidents of unsocial or anti-social behaviour (where appropriate) to repair relationships, promote reflection and develop emotional intelligence.

The purpose of restorative conversations is not punishment, but understanding, accountability and growth. This approach reflects our Christian values of compassion, forgiveness, truthfulness and hope.

Restorative conversations follow a consistent four-stage structure.



Restorative Process at St George's

Restorative conversations take place once a child is fully regulated and able to reflect. These conversations are rooted in emotional coaching and aim to repair relationships, develop empathy and build future strategies.

Staff responses to escalating behaviour are guided by the **Crisis Development Model (6 Stages of Crisis)**. A staff guidance document outlining the stages and appropriate adult responses is provided

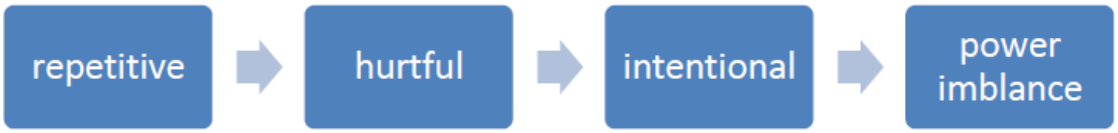
separately as part of staff training and induction. See appendix 7. Staff follow the school's **editable Six Stages of a Crisis** guidance, outlined in the appendix 8, to recognise escalating behaviours of individuals and apply consistent, supportive strategies to de-escalate situations and maintain the safety and wellbeing of all pupils and staff.

Anti-Bullying

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 St George's CE 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"



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.

Types of bullying behavior

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

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.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time 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, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- 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 re- occurrence 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.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA

(Emotional Literacy Support Assistant), Jigsaw4U worker and TaMHS worker.

- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

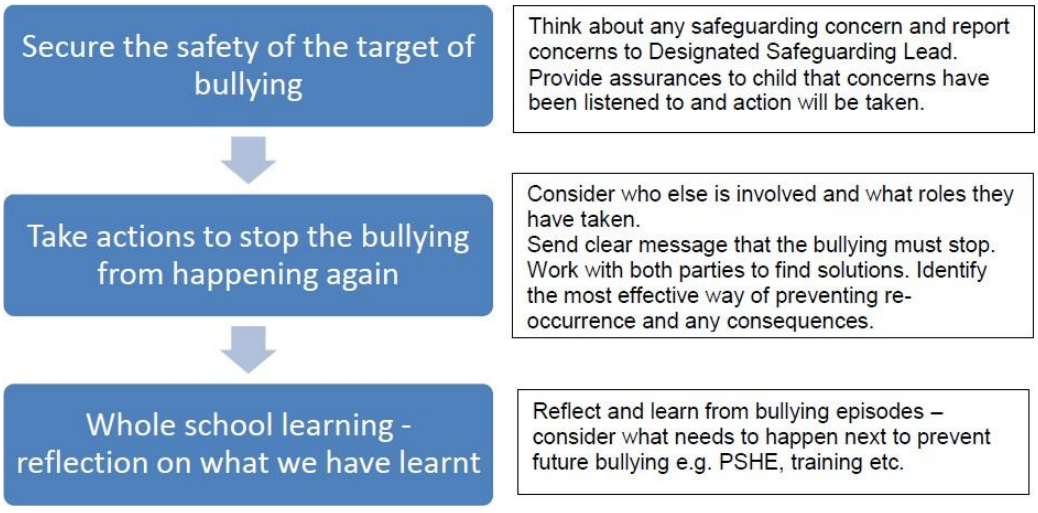
Reporting bullying

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:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

Children are taught 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 named individuals. This is normally the class teacher / tutor.

Responding to Bullying



Dealing with Bullying

We encourage children to report any incidents of bullying to any member of staff in the setting. We strive to create an environment where all students can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Meet with the victim and remain calm, using patience and understanding.

- Encourage to talk about incidents, issues and feelings.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring.
- Identify the alleged bully/bullies. Obtain witnesses if possible.
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Meet with the child/ren alleged to have been involved in bullying behaviour and encourage them to talk about reported incidents. Listen carefully to their perception of the incidents, accurately recording their words.
- If bullying behaviour has taken place explain that it is totally unacceptable and encourage child to acknowledge that the behaviour is wrong and needs to stop.
- Arrange a programme of support for both children where appropriate, including exploring motives or reasons for the behaviour and to ensure that there is no reoccurrence. Mediation will be used between culprit(s) and victim(s) where appropriate to support the right choices being made and good friendships rather than retaliation and to ensure that the victim's voice is heard. However, in serious cases this may not be suitable.
- The key phase leader will ensure that parents are informed of the incident on the day it has happened. Children will be offered the opportunity of having their parents involved to support the process throughout.
- Should any incidents of bullying behaviour be deemed of a particularly serious nature the Head will inform parents immediately of the possibility of exclusion.
- The Head may take the decision to exclude a child immediately for serious bullying behaviour. Parents have a right of appeal to the Governing Body and the LA.
- Inform the relevant staff in the appropriate phase (eg lunchtime organisers and other relevant staff who work with both victim or culprit).
- Arrange to meet the parents/carers of all of those involved in the incident(s) and any subsequent follow up meetings. Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school action.
- Think ahead about supporting both victim and bully and make regular checks to ensure the bullying has ceased.
- Any bullying incidents that occur are reported to the Governing Body on a termly basis through the Headteacher's report.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.
All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

Procedures for parents:

•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. The headteacher is always informed of any bullying concerns at [School Name] and monitors the situation carefully.

- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

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.

Appendix 1

Emotional Coaching

Emotion Coaching Language Scripts Used In School

Step 1 Labelling

"I wonder if you are feeling X …"
"I can see that you are expressing a lot of energy when you do X …"
"You seem angry to me" (or sad, upset etc.)
"I can see that you're feeling frustrated"
"You're angry about…."
"I can see that something's not quite right, can you tell me about it?"

Validating

"I'm sorry that happened to you, you must have felt angry"
"I know if that happened to me I would feel angry too"
"It's OK that you feel scared about that"
"Of course you are excited about going on the school trip!"
"It's OK to feel like that"

Step 2 Limit Setting

"It is my job to keep you and the other children in school safe"
"It is not safe for you to do X"
"My concerns are that you will hurt yourself if you do that…"
"This is not a safe place to be displaying those behaviours"

Step 3 Problem Solving (Three parts)

3a exploring

"Can you tell me what happened?"
"What made you act that way?"
"How were you feeling when that happened?"
"When did you last feel like this?"
"What feelings are you having?"
"Have you felt this way before?"

3b Sharing ideas

"Let's think of what we could have done instead"
"Can you think of a different way to cope with your feelings?"
"I can help you think of a different way to cope"
"How did you handle this last time?"
"Can you remember feeling this way before and what we did?"

3c Solutions –

Discuss Suggest what might happen with each solution- Ask, is this fair? Will this work? Is this safe?
Do you think X would agree with this?
How are you likely to feel?
How will others feel?
"Let's decide what you will do next time when you feel like this"
"Do you think doing that would be more helpful for you and others?"
"This is what we can do instead"
"How do you think you will react next time or if this happens again?

Appendix 2

St George's C of E Primary School
Home/School Agreement 2023/24

CHILD'S NAME: …… CLASS: ……..

I give permission for my child to:

INTERNET/WEB SITE	YES	NO
Use e-mail and Internet (under supervision) – N.B. the internet is filtered automatically by the Local Authority.		
FACEBOOK/TWITTER - Have individual photographs taken which may be uploaded to our twitter feed on the school web site or on the school Facebook page.		
SCHOOL TRIPS		
To take part in school trips and other activities that take place off school premises.		
To be given first aid or urgent medical treatment during any school trip or activity.		
Please note the following important information before signing this form. *Trips & activities covered by this consent include:-* • *All visits which take place during school hours* • *Off-site sporting fixtures outside the school day*		
SCHOOL PHOTOGRAPHS		
Be photographed in individual and class photographs by the school photographer (for sale to only the child's parents/family) *Copyright not owned by school*		
Be included in photographs to sell to any parent in school e.g. class, performances etc.		
Be included in videos to sell to any parent in school e.g. performances		
PUBLICITY/LOCAL AND NATIONAL PRESS		
Have his/her name and picture appearing in newspapers		
Have his/her photo in the school prospectus		
Have his/her photo in other school publicity		
SCHOOL INFORMATION		
Appear in photos promoting school life		
Appear in videos promoting school life		
Be photographed at events for school display purposes		

<u>This signed agreement is relevant throughout your child's school life at St George's.</u> *Parents/carers have the right to withdraw consent for any of the above at any time. In doing so, it is the parents/carers responsibility to inform the school and a new form will have to be completed.*
If parents/carers do not return the agreement, no consent will be given for your child to participate in any of the above.

Signed: …… Dated: ……..

N.B. It is school policy to allow photography and videos at school events. Any problems relating to this should be addressed to the Head teacher prior to any events taking place.

Appendix 3

Restorative Justice

Restorative Justice Reflection Form for pupils to complete

Name_____Class_____Date_____

We are disappointed that you have broken one of our School Rules.

We would like you to write about the rule/s you have broken and reflect on how your actions have affected others and yourself.

Take this time to think about how you can put it right and contribute the positive qualities you have to help make our School a happy place to be for all members of our community. Thankyou

The Rule I have broken is:-

Safety Rule

I was running in the corridor. ☐

I was not following instructions to Keep myself and others safe. ☐

I was not lining up properly ☐

I was not behaving in the cloakroom ☐

I verbally disrespectful to another person ☐

I was physically disrespectful and hurt someone ☐

School Rule

Being kind ☐

Being caring ☐

Being honest ☐

Being respectful ☐

Tell us about the rule you have broken?

Why did you break the rule?

How were you feeling just before you broke the rule?

Tell us how others were affected by not following our rules.

How are you going to change your behaviour in the future?

How will you help yourself to follow our rules?

How can we help you?

My smart target for this week is to: - SPECIFIC, MEASUREABLE, ACHIEVEABLE, RELEVANT, TIMEBOUND

1.

2.

3.

We know when you have achieved your target when you have earned ..... rainbow hearts.

Staff Comments

Appendix 4

Witness Statement

Incident Form

Was the incident logged on CPOMS? *Yes/no* (delete)

Name:-	Class:-	Date:-

You have been asked to fill out this form because you have been involved in or witnessed an incident. It will give you the opportunity to tell it from your point of view and enable us to deal with the incident fairly.

What happened?

What did I do?

Witness Statement

Staff to Complete

Where did the incident happen? *Playground/ cloakroom/classroom/ hall* (circle as appropriate)

When did it happen? *Playtime/lunchtime/class/ other* _____

Was an accident form completed? *Yes/No* (delete as appropriate)

Was a parent/guardian contacted? *Yes/No* (delete as appropriate)

Staff Comment

Signed_____

Was the incident resolved without further actions? *Yes/No* (delete as appropriate)

Appendix 5

Achievement Chart

Behaviour and work record chart

Name	
Class	
Week beginning	

Behaviour	**Effort**
1. **Excellent**	**1. Excellent**
2. **Satisfactory**	**2. Satisfactory**
3. **Needs improvement**	**3. Needs improvement**

Weekly review

	Session 1	**Break**	**Session 2**	**Break**	**Session 3**	**Lunch**	**Session 4**	**Worship**	**Rainbow hearts given**	**Comments**
Mon										
Tues										
Weds										
Thurs										
Fri										

Teacher comments:

_____

_____

_____

Parent Comments:

_____

_____

_____

Signed by Teacher: _____

Signed by Parent/Carer: _____

Risk Assessment & Child Safety Plan

Risk Management and Safety Plan

Name	Class	Date

Frequency Potential (please tick)

- ☐ Occasionally
- ☐ Erratically
- ☐ Weekly
- ☐ Daily
- ☐ Constantly
- ☐ In certain environments

Who may be affected by the risks

- ☐ Members of the public
- ☐ Classmates
- ☐ Staff
- ☐ Relatives
- ☐ Vulnerable pupil/s
- ☐ Vulnerable staff
- ☐ School reputation
- ☐ Personal reputation
- ☐ Other:

Potential triggers

- ☐ A) Frustration
- ☐ B) Provocation
- ☐ C) Personality clash
- ☐ D) Stress
- ☐ E) Lack of medication
- ☐ F) Lack of food / water
- ☐ G) Allergic reaction
- ☐ H) Incontinence
- ☐ I) Tiredness
- ☐ J) Sexual awareness
- ☐ K) Relevant pre existing medical conditions
- ☐ L) Change to routine
- ☐ M) Prejudice
- ☐ N) Substance Abuse
- ☐ O) Domestic
- ☐ P) Perceived criticism
- ☐ Q) Perceived injustice
- ☐ R) Attention needing / seeking
- ☐ S) Challenge from authority
- ☐ T) Change of adult personnel
- ☐ U) Other:

Resulting Behaviours (please tick)

- ☐ 1) Involuntary movement
- ☐ 2) Anxiety
- ☐ 3) Threatening
- ☐ 4) Verbal abuse
- ☐ 5) Shouting / screaming
- ☐ 6) Tantrum
- ☐ 7) Spitting
- ☐ 8) Scratching
- ☐ 9) Biting
- ☐ 10) Punching
- ☐ 11) Kicking
- ☐ 12) Head butting
- ☐ 13) Throwing objects
- ☐ 14) Carrying weapons
- ☐ 15) Improvising weapons
- ☐ 16) External allies
- ☐ 17) Bullying
- ☐ 18) Running away
- ☐ 19) Climbing into danger
- ☐ 20) Arson
- ☐ 21) Sexualised behaviour
- ☐ 22) Self harm
- ☐ 24) Volatility
- ☐ 25) False allegation
- ☐ 26) Damage to property
- ☐ 27) Refusing to obey instructions
- ☐ 28) Other:

Child's Name				
Class				
Assessment completed by				
Date of assessment				
Review Dates				
Hazard/Risk	Who is at risk of harm from this behaviour? List persons who may be harmed.	When does this risk arise and in what circumstances? (triggers and setting factors)	Controls to be put in place	Person Responsible

Appendix 7 –
Six stages of crisis Support

Six stages of crisis – descriptions

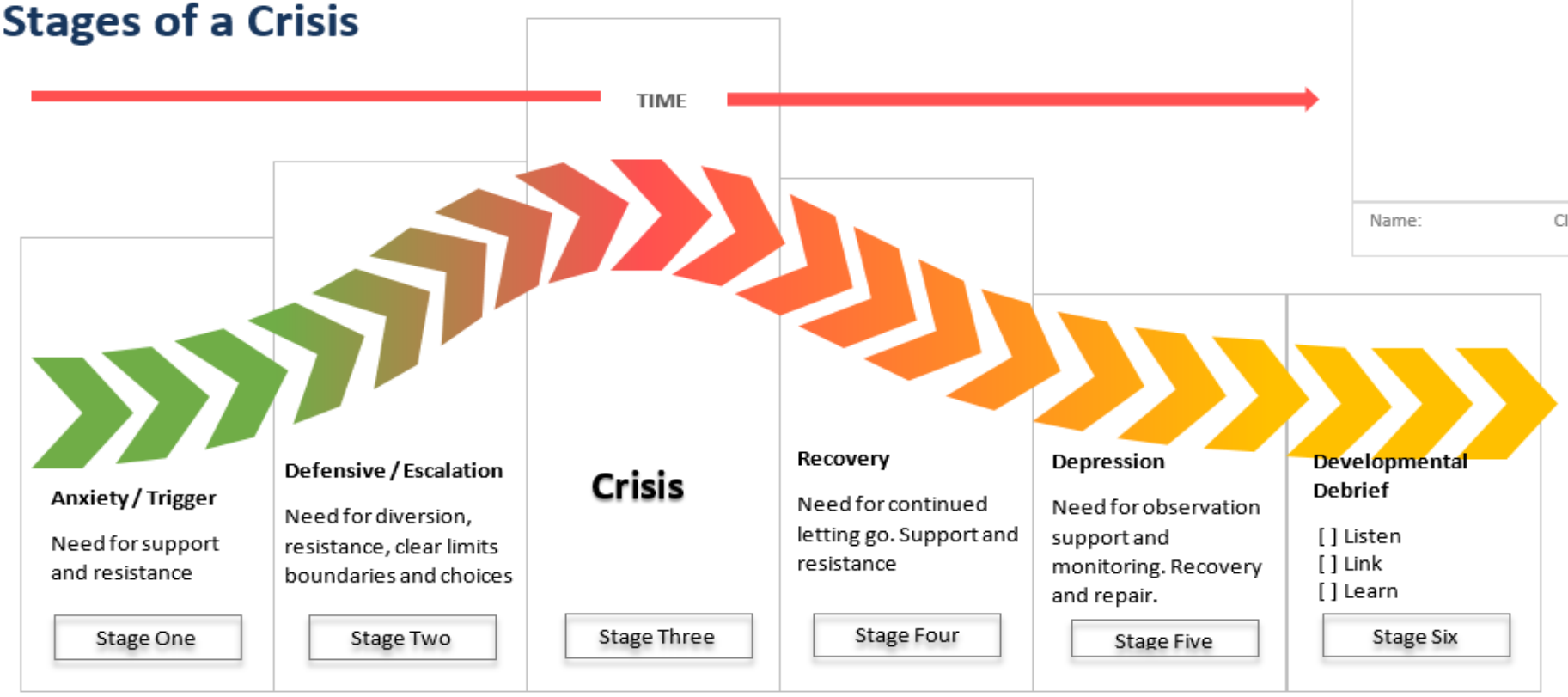
	Stage description	Need for…	Behaviours you might see	Positive adult responses
1	Anxiety/ Trigger	Diversion, support and reassurance	**Low Level** • Child shows signs of anxiety and changes in behaviour - maybe subtle at first e.g. hiding face and putting head on the table, fidgeting, tapping the table with fingers / pen, withdrawal from the group, reluctance to speak, not co-operating or being dismissive, change in body posture.	**Low Level** • Read the body language and the behaviour • Attune to the child • Intervene early • Take time to try and understand what the child is communicating / feeling (consider the iceberg model), ask 'What is making the child feel anxious?' • If the child talks, listen so the child feels heard. • Display calm body language, talk low, slow and quietly, offering reassurance. • Use appropriate humour • Divert and distract introducing another activity/topic or sensory activities (see Regulate section e.g. walking and doing a job), relaxation / grounding activities.
2	Defensive/ Escalation	Need for diversion, reassurance, clear limits, boundaries and choices	**Medium Level** • Body is getting ready for fight / flight. • Displaying higher tension • Reasoning and rational behaviour reduces • Energy levels rise e.g. pacing, talking quicker, louder • Empathy reduces - making personal and hurtful remarks • Tense posture • Change in eye contact • Breaking minor rules • Low level disruption, challenging/refusal.	**Medium Level** • Continue to use level one strategies • Individually tailor strategies to the child. • Avoid use of language that could escalate the situation • State desired behaviours clearly • Offer clear alternatives but with limited choices – A or B • Provide a 'get out' with dignity option • Consider how to make the environment safer and getting help • Guide towards safety using a 'bug gesture' • Give them space and remove audience.

3	Crisis	Need for space and safety	**High level** • A high state of physiological arousal. • Less control over aggressive impulses. • Anger, shouting and screaming, crying, throwing items, damaging property, trying to escape, climbing, threatening behaviours, hurting self, lashing out, kicking furniture and hurting others.	**High level** • Continue to use stage 1 and 2 strategies. • Make the environment safer (removing things that could be dangerous) • Ensure face, voice and posture is supportive • Guide assertively to safety • Only use physical intervention if absolutely necessary and other non-physical methods of calming have been tried and is there is risk to safety • Use fresh face if needed • No unnecessary people present.
4	Recovery	Co-ordinated letting go, support and reassurance	**End of immediate crisis** • Slow subsiding of anger • A vulnerable and confused child, may sit quietly or cry • A possibility of re-escalation (without the previous build up), over-sensitivity of other people's triggers • May start to feel guilt.	• Be aware that the aroused state can be easily provoked to return to being in crisis with little or no build up • Protect the child from possible existing or new triggers • Give the child space and time in a place the child feels safe • Use a calm tone and body language • No questioning at this point.
5	Depression	Observation, support and monitoring	• After a serious incident, the child can become depressed, unhappy about event and not want to interact. • Need to rest and recover, beginning to return to access their rational brain • May feel guilty leading to negative feelings about self.	• Support and monitor. • Respond to any signs that the child may wish to communicate • Show concern and care of the child but don't attempt to resolve behavioural issues at this time.
6	Follow up	Positive listening from adults learning	• Communicating and planning to avoid similar events in the future.	• Listen to the child views. • The adult to ask themselves 'What can be learned from this to support the child going forward?'. • Support the child to repair relationships. • Discuss with appropriate staff, parents / carers and other professionals a plan/risk assessment/care in the event of it occurring again.

Appendix 8 –

Six Stages of a Crisis

Name: Class:



What are my signs?

-
-
-

What can be done to help me?

-
-

What are my signs?

-
-
-

What can be done to help me?

-
-

What are my signs?

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What can be done to help me?

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What are my signs?

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What can be done to help me?

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What are my signs?

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What can be done to help me?

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