



Promoting Positive Behaviour (including anti-bullying)

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Reviewed by: Co-heads
Adopted by: Co-head





Vision and Values

"Streams today, oceans tomorrow"

Our Vision

Being the best that we can be;
committed to making a difference.

A holistic curriculum which engages and excites through creativity and curiosity, opening windows onto the world

Develop independent, collaborative, motivated, self-reflective learners, through excellent teaching and learning

Give every child the opportunity to become self-assured, confident and compassionate; able to have a fulfilled life

The West Berry family - working together
to broaden horizons and constantly improve the outcomes for each of our children

Our Values

Truth

Freedom
Honesty
Justice

Respect

Responsibility
Integrity
co-operation

Courage

Questioning
Bravery
Self-assurance

Endurance

Hope
Determination
Perseverance

Compassion

Forgiveness
Humility
Patience

Confidence

Calm
Inner Strength
Flourish

Curiosity

Questioning
Reasoning
Growth Mindset

Building strong and healthy relationships

We actively plan for the building and maintenance of strong and healthy relationships. This enables all in our community to learn, play and grow alongside each other. Adults provide **protection** (being consistent, predictable, reliable and trustworthy as well as providing safety queues, structure, routines, boundaries and containment), **connection** (being physically and emotionally available, attuning, being responsive-expressive-interactive, being playful, showing interest and that each child is liked, supporting connections with others/peers) **understanding** (being curious about their feelings, thoughts and behaviour, accepting feelings and experience, thinking for them - trying to work it out, expressing empathy, helping children to process their feelings) and **care** (being loving and compassionate, holding them in mind, using transitional objects, showing care, soothing and comforting) to ensure that children feel a strong sense of belonging.

Social and emotional development

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.

School rules

Our school rules are simple and equip children for life beyond school. We use the Be Kind model:



Helping children to learn the school rules

The Be Kind model is displayed in each classroom and referred to in different contexts. Children are supported to think about what being kind might involve in any given situation. Children and adults can suggest ideas for others to consider (eg, 'I'm finding it hard to concentrate at the moment' or 'the coats on the floor make it hard for us to get outside quickly') In time, this will lead to the Be Kind rules becoming a habit for life.

Kind to self means:

Keeping oneself safe, recognising wants and needs, being well prepared and maintaining a positive mindset.

Kind to others means:

Respecting difference, ensuring equity, treating others as we would want to be treated, protecting others by being an upstander, avoiding judgement and showing compassion.

Kind to space means:

Sharing and looking after the environment from the space immediately around us to thinking about our impact on the world. Children should aim to leave a space better than they found it, appreciate the world around them and avoid causing harm or creating unnecessary waste .

Consistency and Routine

Our consistent whole school routines support our children to understand expectations, manage anxieties and mentally and physically prepare themselves for their day. This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume our pupils know these. We teach routines for all activities. The more consistency there is over routines, the easier it is for our children. Routines support children with their emotional development and behaviour for learning as well as supporting children to manage cognitive load. We continuously reflect on how we support children to adapt to changes to routines and how we prepare them for changes, as this is an important life skill. Changes to routines are practised to allow our children to learn that changes can be managed in a positive way.

When things go wrong - restoring and repairing

When mistakes are made, adults will support children to restore calm and return to behaving in the way expected. Adults will use restorative approaches to help the child to think about their actions, the impact on others and how to repair any harm to relationships or the environment. Natural consequences resulting from the incident will help a child to learn and make better choices next time. Children may feel guilt when they have made a mistake. Guilt helps a person to reflect on their actions and think about alternatives. However, adults will guard against a child feeling shame or humiliation as this causes harm to a child and results in a negative cycle of poor self regard.

Consequences

Adults will discuss the consequence of any misbehaviour with the child. The aim of a consequence is to help a child learn. Consequences must not shame or humiliate a child. A consequence might involve excluding a child from a space or activity to keep them or others safe. On rare occasions, the consequence of misbehaviour that results in harm to others or significant disruption to learning might be by the child being suspended from school.

Passive Intervention and Prevention (PIPS)

As a school we acknowledge that at times we may need to de-escalate a situation where conflict resolution and de-escalation techniques have failed. As such staff may need to use restrictive physical intervention - Passive Intervention and Prevention (PIPS) - to appropriately manage a situation; this will only be used as a last resort. For example, with a child that is demonstrating dangerous levels of self-control; a high degree of personal stress; exhibiting challenging harmful behaviour that could put themselves and others in harm's way. Staff recognise that they can only use PIPS if they have completed an accredited PIPS training course.

Physical intervention can take many forms:

- physically interposing between pupils or blocking a pupil's path
- touching, holding, pushing, pulling or leading a pupil by the arm – in line with 'PIPs' training
- shepherding a pupil away by placing a hand in the centre of the back.
- in extreme circumstances using more restrictive holds – following 'PIPs' training (Identified in the child's behaviour care plan)

Any PIPS will be recorded using CPOMs and parents/carers will be informed. A debrief will also take place to ensure all parties involved are protected using a restorative approach.

We recognise that some children (who are unable to regulate, despite strategies being used) may need to work in a safe space where they have privacy to complete tasks. A safe space is a low stimulation environment, away from other children, which is supervised. This will only be used as a last resort where other strategies have not been successful. The aim is for the child to re-join their normal teaching group as quickly and successfully as possible. Staff will always complete a CPOMs with a log of the incident.

Suspension

School suspension is used as a last resort when the Head teachers feel that it is in the best interest of the child and/or others in the school community. Suspension will be used for as short a period as possible and enable the child and others in the community to restore or repair relationships. Sometimes a longer period of suspension will be used to allow staff to better prepare to support a child whose needs seem to have rapidly changed. Supporting children to have a successful and positive experience of school is the aim in this situation. The child and their parent/s will meet with a senior member of staff on the child's return to school. Together the child, their parent and school staff will discuss the support available to the child and any further support that is needed. The child will be welcomed back to school, and helped to understand that they are valued. Expectations will be made clear again and the child will be invited to reset and try again.

Permanent Exclusion

As a school the executive co-headteachers may be forced to exclude permanently. This decision will only be taken:

- in response to a serious breach or persistent breaches of the school's relationship policy
- where allowing the child to remain in school would seriously harm the education or welfare of the children or staff in the school
- in consultation with the Inclusion Officer

Where a child has an EHC plan, school will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. Where a child has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of a permanent exclusion, school will inform their social

worker, the Designated Safeguarding Lead (DSL) and the child's parents to involve them all as early as possible in relevant conversations. Where a looked-after child (LAC) is likely to be subject to a permanent exclusion, the Designated Teacher (DT) will contact the local authority's Virtual School Head (VSH) as soon as possible. The VSH, working with the DT and others, will consider what additional assessment and support needs to be put in place to help school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, school will also engage with the child's social worker, foster carers, or children's home workers. For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for a child during the first five school days where the child will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a child's social worker) will also be considered.

Anti Bullying Strategy

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupils, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

We believe that our pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. Our schools also encourage our children to BE KIND, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

What is bullying?

Our definition of bullying: 'Bullying is intentional, persistent, or unprovoked acts of unkind, intimidating or threatening behaviour (physical or verbal) towards an individual or group of children'.

Bullying can occur through several types of anti-social behaviour.

It can be:-

- a). PHYSICAL. - A child can be physically punched, kicked, hit, spat at, etc.
- b). VERBAL. - Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- c). EXCLUSION. - A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- d). DAMAGE TO PROPERTY OR THEFT - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.
- e) ON-LINE - Bullying can happen through emails, texts and on social networks.

But we must remember that Bullying is one or more of the actions above that happens over a period of time to the same person or group. As a school we need to spend time explaining to parents and children what bullying is, as many use the term 'bullying' inappropriately.

What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon!

- Tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you. They will discuss the plan with you so that you know what is going to happen.
- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Be kind to yourself. Being bullied can be very upsetting. Recognise these feelings and do something you enjoy away from the difficult situation to help you to feel stronger and happier.

- Stay with people who help you to feel safe and happy
- Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- Don't fight back aggressively because this can make things worse but ask a teacher to help you think about how you can take assertive action to make things better.

If you know someone is being bullied:-

- TAKE ACTION and be an 'UPSTANDER!' Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. Treat others as you would want to be treated.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to agree with or condone the bullying behaviour. Don't laugh or join in, Don't stand and watch. Either support the person being bullied by taking assertive action if it feels safe to do so, or walk away and get help.

As a parent:-

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc. Ask open questions and avoid judging or leading your child to see things in a particular way.
- If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Give your child additional reassurance and understand that they may not be as confident and resilient until the matter is resolved.

As a school we:-

- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PHSE programme.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School's Behaviour Policy and its degree of success.
- The School Staff will continue to have a firm but fair discipline structure, ensuring that rules are few, simple and easy to understand.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- Treat bullying as a serious offence and take every possible action to eradicate it from our Schools.

Action to be taken when bullying is suspected:-

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

- A member of staff will listen separately to each person's version of the incident and record what they hear.
- The member of staff will decide whether or not to implement the school's procedures for dealing with poor behaviour as outlined in the behaviour policy or to implement actions identified in this strategy

If a decision is made to implement the school's Anti Bullying Strategy, the following actions will take place:-

- The Executive Co-Headteacher will be alerted and will co-ordinate the actions to be taken – if necessary a meeting will take place involving staff, parents, pupils, etc
- The incident will be noted on CPOMs with actions to be taken noted; this will be shared with all parties.
- Outcomes will be noted on CPOMs and shared with all parties
- The victim will be offered an immediate opportunity to talk about the experience with their class teacher or another adult if they choose, and the victim's parents will be informed
- The victim will be involved in making a plan to improve things so that they have a high level of control in the situation
- The bully will be managed in line with the school's Behaviour policy
- Staff will discuss with the bully what has happened
- Parents of children involved will be informed
- Help, support and counselling will be given as is appropriate to both the victims and the bullies with on-going support offered to both parties. A restorative approach is used wherever possible.
- Regular reviews will take place for at least 2 terms to ensure that the unwanted behaviour does not happen again.