FENLAND
SCHOOLS FEDERATION

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| **POLICY DOCUMENT** | Positive Behaviour AND Anti-Bullying |
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FENLAND
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# Positive Behaviour and Anti-Bullying Policy

## Our Golden Rule

*Be kind.*

1. **Relevant legislation, statutory requirements, and guidance.**

The following documents are all relevant and may need to be signposted within your behaviour policy.

- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
- Keeping children safe in education 2024 (DfE, September 2024)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (November 2006)

**2. Definitions**

**Behaviour**: anything that individuals say and do.

**Valued behaviour**: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

**Detrimental behaviour**: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Fenland Schools Federation can be found in Section 7.

**Dangerous behaviour**: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

**Being Therapeutic**: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

**Discrimination**: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

**Protected characteristics**: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

**Bullying**: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Fenland Schools Federation's responses can be found in Section 7d.

**Abuse**: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

**Special educational need (SEN)**: a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

**Protective consequences**: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Fenland Schools Federation can be found in Section 7.

**Educational consequences**: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

## 3. Aims

At Fenland Schools Federation we recognise the links between behaviour, feelings, and experiences. The Federation recognises that behaviour expectations must be applied fairly, consistently and equitably, taking account of pupils' age, developmental stage, special educational needs, disabilities and individual circumstances.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

## 4. Staff training and development

At Fenland Schools Federation we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

### a. Induction

i. Permanent staff will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

ii. Peripatetic staff and external providers *routinely* working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

iii. Agency / supply / ad hoc staff *will* be asked to read and accept a summary document (SEE Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles

and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

**Annual training**

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

**A culture of learning and support**

At Fenland Schools Federation we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

**Targeted support**

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

## 5. Roles and responsibilities

### a. Governors/Trustees

The governing body/trustees is/are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

### b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors/trustees) this policy

- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

**c. School leaders**

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Fenland Schools Federation's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

**d. All members of staff**

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

**e. Parents and carers**

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the class teacher
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

**f. Pupils**

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Fenland Schools Federation, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

**6. Valued behaviour**

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

**a. Behaviour Curriculum – Intent**

At Fenland Schools Federation our key values are: kindness, inclusion, safety. The Behaviour Curriculum provides the universal offer through which valued behaviours are explicitly taught, modelled, practised and reinforced for all pupils.

KINDNESS

- We want children to feel valued and respected, and to develop empathy and positive relationships. Pupils are supported and enabled to show kindness by:
  - Including others in games and conversations.
  - Using polite and encouraging language.
  - Listening actively to peers and adults.
  - Offering help to others when needed.
  - Celebrating others' successes.
  - Showing appreciation and gratitude.

INCLUSION

We want children to feel safe, comfortable, seen, and heard. Effective inclusion is when pupils are supported and enabled to:

- Attend school regularly and arrive on time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively (e.g. nodding, open body language)
- Striving to achieve their targets.
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

SAFETY

We want children to feel safe, and develop a sense of belonging. Pupils are supported and enabled to be proud by:

- Taking care of resources and equipment.
- Greeting adults and peers.
- Moving calmly around the school.
- Responding promptly to adults' instructions.
- Speaking calmly to all adults and peers.

**b. Behaviour Curriculum – Implementation**

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Fenland Schools Federation we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can

recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken.

The strategies adults deploy at Fenland Schools Federation are likely to include some of the following

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: emails, phone calls, invitation to visit school
- Celebration awards: letters of commendation / thanks /certificates / stickers

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

**c. Behaviour Curriculum - Impacts**

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the blue behaviour logs. Townley's ERB will trial using Arbor to log behaviour incidents.
- All staff should record email, phone calls, letters, on Arbor.
- Regular discussion with class teachers about the progress of groups and individuals seen in observation and using professional judgement.

- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

## 7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Fenland Schools Federation we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

### a. Responding to detrimental behaviour

i. Some detrimental behaviours may not be unusual at Fenland Schools Federation and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*

- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. E*.g. Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
  - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
  - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
  - increasing adult input / supervision for a defined period of time
  - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
  - increasing / adapting praise and celebration of valued behaviour when it is displayed

### b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

### c. Responding to dangerous behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

i. **Bullying**. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Fenland Schools

Federation and the school will always take action to address it. A full description of the school's response can be found in Appendix 2.

ii. **Prohibited items**. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and 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 listed above. More detail about searching and confiscation can be found in Appendix 3.

iii. **Prejudice and discrimination**. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Fenland Schools Federation the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using pfe reporting website, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Fenland Schools Federation we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour.

iv. **Child-on-child sexual violence and sexual harassment**. This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

These behaviours are never acceptable at Fenland Schools Federation and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, and 7ciii can be found in the Safeguarding policy.

## 8. **Restorative Approaches**

This Federation of Schools uses restorative approaches to educate and encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry. If conflict arises, over low-level issues i.e., friendship breakups, disputes over games, running in the

corridor and not responding to reasonable adult requests. If incidents are sustained or reoccur the meeting between pupils may be recorded.

When an incident arises ask these questions in a calm and caring manner (Ask the child who you think caused the upset first and the child who was upset second.)

- What happened?
- What were you thinking at the time?
- What needs to happen to put things right?
- What are you going to do differently next time?

Check all parties are happy with the outcome. In the majority of these issues the outcome will be an agreement of what will happen going forward and may include an apology.

Restorative Circles are a way of dealing with issues relating to groups of pupils. Restorative Circles work on the same principles of circle time, but as with enquiry, restorative dialogue is crucial. Circles are effective in classroom environments to:

- Tackle classroom disruption where all pupils are expected to take responsibility.
- Educate pupils on restorative principles and practices, and how they fit into the concept.
- Allow each pupil to perform a 'check in' (i.e. how they are, what they are feeling etc.).

Restorative circles can be used effectively at break times to resolve conflict.

Restorative circles allow everyone to:

- Have a voice and feel listened to
- Be an equal member of the group
- Feel safe and in a confidential setting
- Share responsibility for decisions and actions.

If issues are of a more serious nature i.e. physical assault, bullying or where restorative enquiry and circles have not brought about a change in behaviours where children have not learnt from their experiences a restorative conference may be suitable.

Restorative Conferences may be suitable in the following situations:

- Pupil at high risk of exclusion
- Pupil being re-integrated after exclusion
- Incident occurs in wider community
- Other restorative practices may have failed

The difference between conferencing and (2) circles is that harm caused is always already acknowledged by the wrong doer and they are willing to find ways to repair that harm done in the presence of family, teachers and most importantly the harmed party.

Parents will be informed of the above restorative approaches through a parent and pupil leaflet issued when children join the school. It is also on the school website.

- The class teacher discusses the school rule with each class at the start of each academic year and revisited when necessary. In addition to the school rule, each class also has its own agreement, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle time.
- The school follows the County PSHE curriculum that promotes positive self-esteem, teaches strategies for anger management and helps children to identify their own and others feelings.
- Upon admission to the school, all parties (children, parents/carers and the school) review and sign the home school Agreement.

**9. Links to other policies and documents**

- Suspensions and Exclusions
- Safeguarding
- Curriculum, teaching and learning
- Behaviour Curriculum
- Equality, Diversity, and Inclusion
- Special Educational Needs

**Appendix 1: Behaviour principles summary**

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Fenland Schools Federation we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
  - Physical
  - Emotional
  - Mental
  - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

**Protective consequences** - removal of a freedom to manage harm for example -

- A pupil waves scissors around > taught how to use scissors safely
- Child plays unsafely on the field/climbing equipment > Must play in a different area of the playground
- Child messes about in the line, as a result hurts others > child must walk with an adult until they can be trusted
- Unacceptable use of the internet/not looking after IT equipment > supervised use of the internet/equipment for a period of time until they can be trusted
- Child fighting/intimidating in the cloakroom or toilets > Has to be accompanied by an adult for a couple of days, until they can be trusted on their own.
- A child continues to hurt others in the classroom > Child has to work away from their peers, until they can be trusted to be safe in the classroom

**Educational consequences** - the learning, rehearsing or teaching so the freedom can be returned It is essential that there is always an educational consequence. We must be able to show how we have helped the child to develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances. All staff know how children with greater needs are being supported so that there is a whole school team around a child.

## Appendix 2: Anti-bullying

### 1. Anti Bullying

We believe that all forms of bullying are unacceptable and should not be tolerated. We want children to be and feel safe from bullying and discrimination. We also want everyone who works with children to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat other in the same way. With staff, pupils and parents working together we help to create a safe and caring learning environment, which promotes personal growth and self-esteem for all.

**Definition**

Bullying is an act of aggression, which repeatedly causes embarrassment, pain or discomfort to another.

- It is deliberately intended to hurt
- It can take a number of forms: physical, verbal, emotional, gesture, extortion, exclusion and cyber
- It can be planned, or it may be unintentional
- Individuals or groups may be involved.
- Bullying behaviour can take place both inside and outside of school

**Some examples of bullying include**:

Any form of physical violence such as hitting, pushing or spitting on others.

- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Using put downs
- Writing or texting offensive notes including those on social networking sites about others.
- Making degrading comments about another's culture, religion or social background.
- Hurtfully excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another's appearance.
- Forcing others to act against their will.
- Inducing others to bully.

### 2. Implementation

To prevent bullying and harassment at Townley School and Nursery:

Staff will be required to:

- Ensure parent awareness of the school's Positive Behaviour and Anti-Bullying Policy.
- Ensure pupil awareness of the school's Positive Behaviour and Anti-Bullying Policy.

- Implement a classroom program to educate children about bullying that promotes resilience, assertiveness, conflict resolution and problem solving.
- Be observant for signs of distress or suspected incidents of bullying and harassment.
- Watch the children on the playground during supervision duty.
- Investigate and report suspected incidents to the appropriate staff member.
- Encourage children to report bullying incidents.
- Use restorative approaches

Children will be required to:

Report incidents or suspected incidents where bullying has occurred to themselves or others to a staff member.

The school recommends that parents/carers:

Watch for signs of distress in their child such as:

1. anxiety
2. insecurity
3. loss of appetite
4. bed wetting
5. low self-esteem
6. headaches
7. sleeping difficulties
8. abdominal pain
9. sadness
10. depression

- Take an active interest in their child's social life and friends.
- Advise their child to tell a staff member about any incidents involving bullying and harassment.
- Inform the school if bullying or harassment is involved.
- Do not encourage their child to retaliate.
- Be willing to attend interviews at the school if their child is involved in a bullying incident

**Appendix 3: Searching and confiscation**

i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.

v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.

vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.

ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

**Appendix 4: Mobile phones**

Children must hand in mobile phones to the school office at the start of the day and collected from the school office at home time. Mobile phones held in the school office must be switched off.

Children are not permitted to have mobile phones, smart watches or other personal communication devices on their person during the school day. The guidance from the DfE regarding mobile phones can be found here: Mobile phones in schools - February 2024