



BEHAVIOUR AND ANTI-BULLYING POLICY 2023-2024

This policy was created with staff following TIS training in September 2022 and in light of changes following the 2022-2023 academic year.

Staff and Governors approved this policy in November 2023.

This policy is due for review in November 2024.

The lead Governor is Ben Field / Tim Stephens

Aims of this policy

- To secure a commitment to excellent behaviour from all parts of the school community.
- To ensure that all children and staff feel safe.
- To ensure that all members of our community are kind to each other.
- To ensure that all adults and children are respected and respect others, their cultures, their differences and their opinions.
- To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.
- To make all those connected with our school aware of our opposition to bullying.
- To create an environment in which all children are enabled to complete their work safely and enjoyably.

Other policies that relate

- Safeguarding
- Child on Child Abuse (and KCSIE 2023)
- SEND

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) and the law on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [KCSIE 2023](#)
- [RSHE Guidance](#)
- [Environments where children can flourish: Ofsted guidance \(\[publishing.service.gov.uk\]\(https://publishing.service.gov.uk\)\)](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

Statement of Behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- We wish to ensure a happy and caring school, which encourage respect for others' feelings, beliefs and possessions within stable, safe and caring environments.
- All pupils, staff and visitors are free from any form of discrimination



- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- We wish to implement a positive behaviour management system in which all adults within all our schools consistently model the desired standard of behaviour. We achieve this through whole school training
- Behavioural principles are understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in supporting behaviour
- We recognise behaviour as a language and can be a pupil's demonstration of an unmet need. This includes traumatic experiences.
- We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.
- We recognise the behaviour of pupils at Eden Park is good and use this policy to ensure that it remains so.

Whole School Approach

The school has adopted the Trauma and Mental Health Informed Schools practice.

To achieve this, we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful, or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, moving house, living through a pandemic can be considered as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly traumatises any of our school members.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been affected by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; **fair, flexible, trustworthy, respectful, and model positive relationships.**

In addition, we have a pastoral team trained to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. These sessions can occur at a variety of times throughout the school day dependent on the need i.e. for some children anxiety around coming to school is a factor so a 'Welcome Club' may be offered, or for others it could be where an environment is over-stimulating they are offered the chance to work in a quieter space. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them. Children may be referred by their class teacher or highlighted through a significant change in their behaviour in school or through a parental concern when behaviour changes at home or a significant life event impacts the family.

At times, the whole school community may take a decision to alter an aspect of the day to support behaviour. For instance the management of the timetable, altering lunchtimes, class and PHSE focus changes where a whole school focus is necessary (e.g. calmness).

This aligns fully with the School Core Value of Respect. We use the values to reward work and effort in school as well as personal achievement and use respect also to address misbehaviour.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school.

Therefore, our school is invested in supporting the very best relational health between all members of the school community including staff, senior leaders, parents, external agencies and children.



Our community adopts relational and educational practices which **protect, relate, regulate** and **reflect** as follows.

Protect

- Our school aims to increase safety in all aspects of the school day for our pupils and each other, for example designed and timetabled interventions that create opportunities for the emotionally available adults to be alongside our pupils across the school day.
- Open door policy for informal discussions with parents/ carers and also via appointment
- We aim to increase our staffs' understanding in nurturing attachments. This means that our pupils are met with a warm, playful, accepting, curious and empathetic team that will enable them to move out of flight/fight or freeze and into relationship and trust.
- As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive.
- All members of our school aim to interactively reflect, repair and restore occasions when they themselves move into defensiveness.
- Our school staff adopt ways of developing relationships and understanding of our pupils, their families/carers and each other.
- Our school staff adjust their expectations for our pupils, their families and carers in accordance with their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.

Relate

- A whole school approach and commitment to enable our pupils, families/carers and staff to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.
- Our school provides everyone with repeated relational experiences (alongside emotionally available adults) to support everyone to move from 'blocked trust' (not feeling psychologically safe) to trust.

Regulate

- As a school, we use interventions that aim to repair psychological damage caused by traumatic experiences, through emotionally regulating, playful and enriched interactions. Through these we aim to bring down stress hormone levels in vulnerable children, enabling them to feel calm, soothed and safe.
- In our school the emotional well-being and emotional regulation of staff is treated as highly important to prevent burn-out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling blamed or under-valued. A well-being consultant is commissioned to work with any staff who are feeling overwhelmed emotionally. In addition, Well Being Ambassadors are on hand, on the 'shop floor' to identify any staff members who may be struggling and to sign-post them to support. Regular access to a dedicated and skilled HR team is also available. Furthermore, staff have identified channels within which to express concerns via online reporting platforms, and in discussions with SLT.

Reflect

- The adults in our school should feel confident to develop relationships with pupils, their families and each other and to have the courageous conversations about their experiences so far.
- Our school promotes the exploration of conversations with our pupils that helps to make sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel. Supporting our pupils to understand their thoughts, feelings, bodily sensations and reactions and in doing so enables them to identify and explore new options and strategies for ways forward with their challenges.
- Within the context of an established and trusted relationship with a member of staff, pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences. Means include the provision of different modes of expression, e.g. art / play / music /



sand / emotion worksheets / emotion cards.

As a result of this approach we have agreed a number of Key Routines. These include, but are not limited to:

- Meeting and greeting the children at the classroom door as a first positive experience. This will be using their name. This will be repeated when a child returns to a room (e.g. after a session with the pastoral team.)
- Establishing eye contact where it is comfortable for the child to do so during communication.
- Offering appropriate non-verbal human interactions.
- Trying to connect with children on a personal level and so build relationships.
- Coming alongside a child (to the side rather than the front) if the child is stressed.
- Using empathetic approaches.
- Modelling positive behaviours.
- A commitment to try not use harsh voices, shouting, put downs, criticism and shaming. Our voices are consistent, regulated, calming and soothing.
- Trying to be kind to children at all times. Staff are empathic, good listeners and show good dialogue.
- Recognizing and catching children being good, which may lead to praise or reward such as stickers, smiles, recognition of a “good job”, catch me cards, certificates or parent communication.
- Providing children with small therapeutic moments. (a smile, a chat, a check in, a time to listen, a time to empathise.)
- Providing secure routines for children with secure boundaries.
- Planning lessons that engage, challenge and meet the needs of learners.
- Use positive visual recognition throughout the lesson to praise and notice.
- Adults who remain consistent and calm.
- Aiming as adults to understand what has happened rather than what is wrong, and how we can help.
- The use of outside spaces that we know to be calming as they lower levels of cortisol.
- Never ignoring or walking past learners who are behaving badly.
- Mindfulness minutes (especially after transition) to include colouring, reading, “go noodle,” brain breaks, and the use of a calming atmosphere such as achieved with music and lighting.

Roles and responsibilities of Leaders

- To implement the school Policy with the support of the Senior Leadership team.
- To ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with misbehaviour as well as promote good behaviour. This may be completed through training.
- To meet and greet learners.
- To be a positive and visible presence around the school and to encourage good conduct.

Role and responsibilities of the Governing Body

- Governors will monitor the impact of this policy through reports and monitoring visits. This may include viewing the school’s tracking system, speaking with pupils and looking at the results of any recent surveys.
- The Lead Governor will be informed directly about a school decision to exclude a child so that this decision may be explored.

Children’s responsibilities

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect and to be polite.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.



Staff responsibilities

- To treat all members of the school community with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual
- To believe in every child no matter what the difficulty
- To recognise and reward effort, through praise, stickers, a face to face chat or a phone call home for instance.

Parents' responsibilities

- To treat all members of the school community with respect
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To be aware of the school core values, particularly that of Roger Respect.

ACES (Adverse Childhood Experiences)

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation or household members being in jail or prison

ACEs are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. ACEs can also negatively impact education.

ACEs are preventable. To prevent ACEs, we must understand and address the factors that put people at risk or to protect them from violence. Creating and sustaining safe, stable, nurturing relationships and environments for all children can prevent ACEs and help all children reach their full potential.

Personal Development Strategy

We supplement the school strategy in behaviour with a robust and rigorous approach to ensuring the personal development of the children. This approach aims at ensuring that we see all children as individuals who are supporting in developing a strong moral compass. The elements of this approach in school are numerous and varied. They include, but are not limited to:

- Curriculum enhancement through visitors, visits, trips and experiences, some targeted at specific children.



- Enrichment: a specific termly programme of events (delivered weekly on Friday afternoons) in which activities are offered by all staff, and children elect to participate in an enrichment of their choice, following one of the themes on offer for that term. The enrichment themes, 'Physical Development', 'Wellbeing Development', 'Outdoor Appreciation and Understanding', 'Communication Development', 'Expressive Development and Appreciation' and 'Life Skills' may supplement learning within the curriculum, provide additional context or offer an additional experience that may not be part of our curriculum.
- Celebration assemblies will occur on a weekly basis to recognise the achievements of the children at an individual, class and team level. In this assembly, children may be presented with certificates by their class teachers for one of the following reasons:
 1. Mindset – where they have shown a change in approach to something, thinking in a different way or demonstrated a positive approach/attitude.
 2. Behaviour – learning or attitude, such as good manners, working hard, trying their best, being polite etc.
 3. Special Mentions – anything that is noticed by the teachers/adults that they want to highlight.
 4. Values – children collect catch me cards from school staff, these are issued for any moment they are 'caught' demonstrating one of our core school values. They collect these and when they have reached 20, they get their certificate.
 5. Consistency – these are once a half-term reward for 1 pupil per class who consistently tries their best to embody the school values. Each half-term a different pupil is selected.
- Assemblies that focus on areas of personal development such as being able to get along as well as specific assemblies that focus on local and national strategies such as Anti-bullying week.
- A strong PHSE curriculum, delivered weekly, and supported by Values Scrap Books.
- The deployment of a pastoral team who work regularly with children who are finding their situation challenging. This can be as part of a timetabled intervention, or as an immediate response.
- Core Values: a set of core values understood by all children and promoted through all aspects of learning.

Behaviour and Safeguarding

We embrace a culture of 'it could happen here'. We aim to have a child friendly system in place whereby children feel they that can report abuse and harms. All reports are taken seriously and not passed off as typical childhood development, e.g. as 'banter' or 'boys will be boys.' As part of our school's PHSE provision, children will be explicitly taught how to identify unhealthy relationships and know who they can tell and what they can do to keep themselves safe.

Key themes of concern will include (at the appropriate age, stage of development and in the appropriate amount of detail/context):

- Drug and Alcohol misuse, domestic and poor mental health.
- Racist, homophobic or transgender incidents to be reported to the appropriate authorities.
- Child on child abuse, including sexual harassment,
- Sexual violence and harmful sexual behaviour,
- Bullying and cyberbullying,
- Online harms,
- Criminal exploitation, sexual exploitation, trafficking, county lines, hazing/initiation ceremonies and gang culture.

SEND and Mental Health

Pupils who consistently misbehave may lack the ability to emotionally regulate because of SEN or a mental health issue. They may also be trying to distract from the fact they can't access the work that has been set. It is recognised that the behaviour policy in our school should be implemented fairly to all pupils but that individual needs may result in adaptations to ensure the child's understanding.

We are aware that if a pupil has a mental health issue that makes it harder for them to comply with the behaviour policy than other pupils and that to hold them to the same standard of behaviour can amount to discrimination under the Equality Act 2010.



The school has a duty to make reasonable adjustments to make sure that no discrimination takes place. These might include the use of additional resources, use of adults, changes in the curriculum or further provision to prevent the child that has a recognised and diagnosed need from missing an opportunity due to misbehaviour. Some children may have bespoke individual behavioural strategies. These interventions can also be run for short periods of time for something specific, or as a “dip into” approach for those who need it occasionally.

All children must be supported to behave well. In addition, patterns of challenging behaviour in these children will be flagged to the SENDCO for investigation into unmet or unidentified SEN or mental health issues.

Misbehaviour and consequences

Learners are held responsible for their behaviour. Staff who witness misbehaviour will deal with it as this is preferential to delegation. Boundaries are important, and whilst the school operates under a trauma informed approach, it maintains the importance of boundaries and expectations (when applied fairly, and with contextual understanding of children’s experiences).

We have created a strategy which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair. This includes restorative conversations. The aim of our approach to consequences is still to engage with the child and not simply supervise or punish the child. At these times, when dealing with misbehaviour, we provide trust, nurture, compassion, care and we aim to listen.

Our conversations need to be supportive, for instance “It is not OK to do that, but I understand that you are angry,” or “I will not be able to stop your feelings of anger, but I need to stop your actions” or “can you tell me how you are feeling today, you seem quiet?” and “How can I help?”

Consequences need to be short and purposeful, where a conversation is help at the end of a lesson perhaps, and connection is made with the child discussing the triggers and emotions that led to the misbehaviour. In may be necessary for a child to leave the room for a short period of time or to speak with another adult.

It is rarely helpful to refer the child to an authority figure since this undermines the relationship between the staff member and the child but for the poorest behaviours, this may be necessary.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not focus on negative behaviours. All learners must be given ‘take up time’ in between steps.

Take up time can be achieved using “thinking time” which allows the child to understand that a change of behaviour is required, but time is provided to allow this to happen. Children have previously been used to this as “cloud thinking time”. A child not changing their behaviours after thinking time will receive a short and purposeful consequence.

We continue to promote the use of positive rewards to reflect those children who are behaving well or need acknowledgement of their altered behaviour. Positive rewards are age appropriate and can be decided upon by the adults responsible. These include but are not limited to: praise, thanks, positive reinforcement, the award of a “catch me card,” the giving of responsibility, stickers, certificates or the use of full class/ peer award.

Individual children may require bespoke reward systems to allow them to have their behaviour managed and supported.

Restorative Practice

We use restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all



children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

To engage the child in this sort of conversation, we may use play and may be playful, curious, creative, humorous.



Steps and Actions

This chart is provided as a structured approach to dealing with misbehaviour. It is not designed to be exhaustive, leading up to restorative questions. It is important that at all stages the behaviour, not the child, is labelled. It is imperative that the behaviour is disassociated from the child so as to not form unhealthy associations.

Behaviour	School Actions	Consequences						
GREEN <ul style="list-style-type: none"> • Good listening • Cooperating • Being safe • Trying hard • Following instructions • Making good choices • Demonstrating: Isabelle Independence Toby Teamwork Crystal Creativity Roger Respect Willow Wellbeing 	Praise Catch-me card given. Always Award Other rewards and certificates linked to your department.	Well done! You are showing good behaviour You can be proud of yourself Praise Reward points Catch-me card. Other rewards and certificates.						
YELLOW (Formerly redirection and reminder) (Formerly caution) <ul style="list-style-type: none"> • Talking inappropriately • Fiddling with equipment • Distracting others • Lack of cooperation • Silliness in toilets. 	A look/ gesture Reminder First warning given with explanation. Second warning given with explanation.	Careful! You can prevent this from going further. You may end up: Losing some playtime Being moved somewhere in your class/ department to sit on your own.						
ORANGE (Formerly last chance) <ul style="list-style-type: none"> • Rudeness • Damaging property • Arguing with other children persistently • Refusing to work • Breaking playground rules • Disrupting a lesson • Not obeying staff first time • Dishonesty • Continue to behaviour inappropriately following 2 warnings. 	Senior member of staff to speak to child to reiterate expectations and how child needs to modify behaviour quickly. Depending on circumstance parents may be contacted.	THINK! You need to take action now! You may end up being spoken to by: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 50%;">Year 1 / 2</td> <td>Miss Carr</td> </tr> <tr> <td>Year 3 / 4</td> <td>Mrs Chilcott Miss Kendall</td> </tr> <tr> <td>Year 5 / 6</td> <td>Mr Firrell Mrs Rutherford Mrs Hart Miss Gilbert</td> </tr> </table> You may have to work in your partner class for a period of time. Your parents may be told	Year 1 / 2	Miss Carr	Year 3 / 4	Mrs Chilcott Miss Kendall	Year 5 / 6	Mr Firrell Mrs Rutherford Mrs Hart Miss Gilbert
Year 1 / 2	Miss Carr							
Year 3 / 4	Mrs Chilcott Miss Kendall							
Year 5 / 6	Mr Firrell Mrs Rutherford Mrs Hart Miss Gilbert							
RED (Formerly cool off) <ul style="list-style-type: none"> • Behaving in a way dangerous to others or self-including spitting on others • Escalation of behaviour above • Defiance to member of staff • Inappropriate comments or behaviour • Swearing 	Mr Wallis, Mr Morgan or Mrs Clayton called and child spoken to and/ or removed from class. Parent phoned and informed. Child excluded internally (externally) for a fixed period.	STOP! You may end up: Being removed from the class. Your parents being told. You not being allowed to come to school.						

It is the expectation of all who work with our children to be aware of this system and those who are employing it to prioritise restorative conversations after any level of challenge around misbehaviour. This is important to rebuild positive working relationships and establish the behaviour choice was incorrect, not that the pupil is bad.



Safe Spaces

We aim to use a philosophy of “time in” with an adult rather than “time out.” In order to achieve this we may use regulation spaces around the school in order to support the child. Some children may even select a space that they feel comfortable in. At school we have a number of key spaces that include:

- The Reading Gardens
- The Wild for Learning Area
- The Reef
- The Snug
- The Respite Room
- The Pastoral Area

Use of a safe space for a child to calm or to “chill” is not seen as a blanket approach but will be used sensitively and appropriately. In all instances our tracking and recording will make it clear why the use of the space was required. Any separate room should only be used when it is in the best interests of the child and other pupils. Doors will never be locked and a senior member of staff or member of the Pastoral team will always be present.

Some children will have specific designated safe spaces beyond these due to individual needs, and as such they will be noted on their individual plans.

Transitions

It is likely that periods of change lead to more incidents of misbehaviour. This is because the established routines of the child necessarily alters. These periods of change (transitions) occur both daily (moving around the school, change of lessons, play and lunchtimes) as well as less frequently (changing year groups or the teacher changing for instance due to maternity leave).

It is essential therefore that we ensure that our philosophy is consistent through whole school training and the insistence on the adult behaviours described above.

On occasion, the school accepts children transferring to it from other educational settings, including being home schooled, who have exhibited poor behaviour in the past. On these occasions we work closely with the parent and local authority to:

- Induct over time, using guidance on part time timetables for instance.
- Build in additional support from pastoral team
- Create behaviour plans that are bespoke
- Ask children what we need to know
- Support the child with a class buddy / reliable circle of adults

Screening and Searching Pupils

“Searching, Screening and Confiscating advice for Schools” from the DFE, published in 2014 with 2023 updates, explains the rights and guidance for schools in relation to this matter.

Headteachers and those authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.



Prohibited items are:

Knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; 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 the property of any person, including the pupil.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The power to search without consent enables a personal search of outer clothing and turning out of bags/ storage areas accessible to the pupils and pockets only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item however found which they consider harmful or detrimental to school discipline.

Mobile Phones and Smart Devices

We discourage pupils from bringing mobile phones into school however we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision.

When a child needs to bring a phone into school, the phone must be handed in to a staff member at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that we accept no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil. The pupil may collect the phone at the end of the school day. If this practice continues more than three times, then the school will confiscate the phone until an appropriate adult collects the phone from a senior teacher.

In line with the expectations of Connect Academy Trust, pupils are not permitted to wear smart devices that contain recording, calling or data management/transfer capabilities. Simple pedometer type watches without recording features are permitted.

Appropriate Safe Touch

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a child in proper and necessary. Used in context and with empathy, touch supports the development of strong, nurturing relationships with the children that we care for. Some examples of appropriate safe touch include:

- Holding the hand of a child at the front or back of a line
- When comforting a distressed pupil (for example a comforting arm around the shoulder)
- When a pupil is being congratulated or praised, for instance a handshake.
- To demonstrate the appropriate use of tools and movements, including PE.
- To give first aid or provide intimate care
- Hand under hand contact, often with children who have additional complex needs
- Touch as an acceptable way to communicate acceptance and emotional warmth.

Touch may steady a child who desperately seeks connection with an adult, confirming that they have been seen or heard, e.g. a hand on the shoulder when speaking. Play activities naturally often require touch, and are used to guide.



Cautionary touch should be used with pupils sensitive to touch, touch defensive or who may have a history of receiving negative touch.

Use of Reasonable Force (safe handling)

At times it may be necessary to make “use of reasonable force” to ensure children’s safety and to protect property.

Intervention at the earliest opportunity minimises the risk of the child and the adults involved. Close observation and the recording of triggers is necessary to identify the lower level behaviours that indicate a child’s distress. Intervention at this point aims to be proactive rather than reactive.

The trust schools operate training programmes for safe handling: “Safety Interventions Training,” that is in place for staff who may require this training due to the specific nature of a child in their care and so are trained in how to deal with this type of intervention.

It must be stressed however that all staff would be expected to use force if it was deemed necessary. This is supported in Law:

- “All members of school staff have a legal power to use reasonable force” (Section 93, Education and Inspections Act 2006);
- Education and Inspections Act 2006: Part 7. Discipline, Behaviour and Exclusion (93).
- “A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;
(a) committing any offence,
(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

Whenever staff decide to use reasonable force, they should be clear about why it is NECESSARY. The staff member will be able to demonstrate that any actions taken were in the child’s BEST INTERESTS and that they were REASONABLE AND PROPORTIONATE. Any incidents will be formally recorded on the school’s behaviour tracking system.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.



Sexual Harassment and Violence

Following Ofsted's [review of sexual abuse in schools](#), and the increased emphasis on this topic in [Keeping Children Safe in Education \(KCSIE\)](#), we will respond to incidents of sexism, sexual harassment and sexual violence immediately.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The pupil's safety **always** comes first, even when they're behaving in a very challenging way. We aim to discuss any severe, persistent or concerning behavioural issues with the DSL / DDSL and:

- Avoid issuing a heavily punitive or automatic sanctions
- Take the time to fully understand the context for the behaviour, considering the possibility of safeguarding issues. Safeguarding concerns may be the cause of the unacceptable behaviour and must be addressed as a priority.
- Consider whether there are any potential barriers to disclosure, recognition and addressing of safeguarding issues and take these into account when deciding what next step to take
- Consider is the pupil should be referred to any source of external support
- Balance the needs of the individual pupil(s) concerned with the wellbeing and safety of the wider school community
- Use the child on child abuse policy (and child version of this in necessary) to guide and support the children involved
- Ensure that our response is proportionate, considered, supportive and decided on a case-by-case basis.

Disciplining pupils beyond the school gate

A child identified as being a member of the school may be disciplined by applying this policy for events which occur outside of the school gates. This includes criminal and non-criminal behaviour and also includes bullying / cyber bullying.

This may result in the school referring matters to outside agencies such as Children's Services or the Police.

Working with other agencies and parents

We may use the support of outside agencies such as Early or Targeted Help, Educational Psychology, Children's Services, mental health outreach or medical services such as CAHMS, when the misbehaviour of a child is both persistent and escalating.

We will always work in the best interests of the child and the family.

Internal Exclusions

We use exclusion (internal and external) only as a last resort. We are a school that will challenge misbehaviour but also supports children to achieve the high standards that we expect.

More serious incidents may mean that the child spends an agreed period of time internally excluded if this is appropriate (see use of safe spaces). This will be in the presence or responsibility of a senior member of staff or member of the Pastoral Team. Internal exclusion in this way will be agreed by the Senior Leadership. As above, we will aim to engage the child in discussion during the period of exclusion.

The school will contact the parents of all concerned. Such incidents will be recorded on the individual school's tracking system.

Staff will give children the opportunity to talk about their experience, to reflect on who has been impacted by their words or actions and repair afterwards.



External Exclusion

In extreme cases it may be necessary to implement a programme of exclusion in line with current Local Authority guidelines and only as a last resort.

External exclusion can occur in the event of a particularly serious incident or series of incidents. The details of this event, and the length of the exclusion will be set out in a letter from the Headteacher who is the only person (or the next most senior member of staff in their absence) allowed to carry out this sanction. During the period of exclusion, the child is not allowed to attend school nor visit the school site. During the period of exclusion, and as close to the start of it as possible, the Headteacher will contact and inform the Chair of Governors.

Following a temporary external exclusion, a meeting will be held with the parent, child and a senior member of staff in the morning of the return date, to act as a reintegration. This meeting will be recorded. In the event that the temporary exclusion is longer than 6 days, the school has a duty to organise educational provision such as work sent home.

It is essential that all sanctions are seen to be fair, consistent and immediate. The incidents will always be fully discussed (using restorative approaches where possible) with the child ensuring that they understand their wrong-doing.

On very rare occasions, we reserve the right to permanently exclude a pupil for misbehaviour that is considered either persistent, disruptive or extreme. This is always considered as a last resort once other discipline procedures have been explored and decided too not be sufficient. In the event of appeal, the Trust will positively challenge every decision and will view all of the available evidence.

Staff Training and Induction on Behaviour Management

We regularly review procedures and policy with regard to behaviour, child on child abuse and bullying and provide training to support our approaches. This sometimes results in identification of the need to train staff on behaviour management techniques. New staff will receive induction. Staff are made aware of key members of staff that can support and guide practice. Updates are delivered annually as a minimum, but processes are continually reviewed throughout the year.

Recording

We are committed to recording incidents of misbehaviour on our secure school based online recording programme. The recording of incidents is done as soon as possible after the event by the adult who dealt with it. It is completed in a non-judgemental way. We ask that staff include key information in a factual succinct manner that is not overly verbose/narrative.

All incidents are reported on the system and a notification is sent to SLT, the DSL, DDSL and any Level 3 Safeguarding Trained staff, as well as any other adults the adult dealing with the incident deems necessary (e.g. class teacher). These records, longer term, can then be tracked for identification of patterns such as day, time, location, victims, type of behaviour. Logs would also allow us to analyse the impact on different groups in terms of the way we manage behaviour, for instance they allows us to see if any groups of pupils are given behaviour sanctions at a higher rate than others.

By their nature, physical interventions or the use of a safe space would also be recorded, as well as any meeting (e.g. with parents) that occurred as a direct result of the incident/s.



EDEN PARK ANTI-BULLYING POLICY AND STRATEGY

Statement of Intent

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

What is bullying?

Bullying - a definition (Department for Education)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated (consistent)
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

A simple definition for children to remember is STOP. This stands for "several times on purpose"



It takes many forms and can include:

- Emotional: derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

What is not bullying?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.



Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, or a one-off incident of name calling. We all have to learn to deal with these situations and develop social skills to repair relationships.

What are possible signs and symptoms?

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

- is frightened of walking to and from school and changes their usual routine/route
- begins truanting or regularly feeling ill before school
- becomes withdrawn, anxious or lacking in confidence
- suffers sleep deprivation or exhibits unusual eating patterns
- begins to underperform in school
- comes home with damaged property or with unexplained cuts and bruises
- asks for money or starts stealing money or has dinner or other monies continually "lost"
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings

What messages can we give to children about bullying?

Whenever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. Here are some things you can do:

- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group - bullies usually pick on individuals.
- Tell someone you can trust – It can be a teacher, teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and give it to an adult. Only adults will ever see what you have written.
- Express your feelings during PSHE sessions.
- When you tell an adult about the bullying, give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep a diary of what is happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Don't blame yourself for what is happening.
- Call a helpline.



What messages do we give to children about seeing someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. In doing this you become a 'bystander'. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Here are some things you can do:

- Don't smile or laugh at the situation or join in.
- Don't rush over and take the bully on yourself.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know that you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and hand it to an adult.
- Call a helpline for some advice.

Once bullying allegations or incidents have been reported:

1. Report all bullying allegations and incidents to appropriate member of staff.
2. Staff will make sure the victim(s) is and feel(s) safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately and later together.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.
7. All incidents will be recorded on the school's behaviour tracking system.
8. Parents will be kept informed and may be asked or invited to come into school for a meeting to discuss the incident.
9. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.

What is the role of the Headteacher?

It is the responsibility of the Headteacher/Head of School and members of the SLT to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. This may be completed through training. It is also the role of the Headteacher to make public this policy to ensure all parents are aware of it.

What is the role of the teacher and support staff?

All the staff in our schools take bullying seriously, and seek to prevent it from taking place. All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard.



What is the role of parents?

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the SLT or the Headteacher/ Head of School.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

A parent, who is dissatisfied with the way the school has dealt with a bullying incident should follow the school's complaints procedure.

What is the role of the Governing Body?

The Governing Body supports the Headteacher and members of the SLT in all attempts to eliminate bullying from our schools. The Governing Body will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governors will monitor the number and types of incidents.

Outcomes

Bullying when identified will result in consequences. In support of these actions:

- The bully (bullies) may be asked to genuinely apologise.
- Assertive training may occur for the children involved
- Counselling (Pastoral team, SLT, other)
- Liaison with parent/carer/social worker
- Involvement of external agencies
- Peer support/peer mentoring
- Formal recording
- Use of behaviour contract
- If possible, the students will be reconciled

In serious cases, suspension or exclusion will be considered

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.