

John Keble Church of England Primary School



Behaviour, Relationships and Anti-Bullying Policy

Rooted together in love, growing without limits...

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

John Keble School Governing Board
Statement of Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE Guidance 'Behaviour and Discipline in Schools 2012'. It is the statement of principles which reflect the shared aspirations and beliefs of governors, staff, parents/carers and pupils and is underpinned by the Christian values of our school community. It is the Headteacher's responsibility to draw up the school's Behaviour Policy which is the practical implementation of these principles.

John Keble Church of England Primary School is a multicultural school, which nurtures Christian faith. The climate and ethos of the school as a whole is central to establishing and maintaining high standards of behaviour. The focus on Christian values throughout the school helps children understand their behaviour and its consequences on others, appreciate the choices they have and learn from mistakes they have made. John Keble School wants to equip the children with life skills and to help our community learn to understand the consequences and impacts of their actions.

John Keble is a restorative school. This approach brings those harmed by conflict and those responsible for the harm together. Through doing this, we can teach the community to work out a positive way forward then they have been affected by a particular incident, no matter how small. We actively provide a happy, supportive and safe environment, which promotes trust and restoration of relationships. In this climate, everyone can achieve their full potential. We teach the importance of valuing and respecting each member of the school community. We aspire to be truly inclusive and give every child the opportunity to develop talents and skills and encourage everyone to become creative, motivated and life-long learners.

The key principles that underpin the school's Behaviour Policy include:

- A restorative approach
- Ensuring fairness in all we do
- Behaving respectfully with everyone we meet
- Ensuring a sense of safety at all times in school
- Ensuring expectations of both staff and pupils are explicit and consistent
- Promoting equality of opportunity across our curriculum and in all our policies and practice
- Being open and honest with ourselves and each other
- Working together to create a community and to help everyone achieve their best.

Our code of conduct is based on a 'behaviour for learning' approach:

- A clear set of school and class rules that are easily accessible to all the children.
- Explicitly teaching and promoting positive behaviour and the attributes of a 'good learner'
- Encouraging self-regulation and self-reflection
- Recognising that all children make mistakes with their behaviour and supporting pupils to appreciate the choices they have
- Positive rewards for good behavior and recognising and celebrating success.
- A consistently applied restorative approach for breaking these rules, which support them to understand the consequence of their choice
- A positive example set by all adults in school in their own positive behaviour, manners and attitude.
- Clear communication between home and school and external agencies to maximize the chances of every pupil behaving responsibly and being ready for learning.

Related Policies

Safeguarding and Child Protection

Equalities Policy and Plan

Additional Needs Policy

SEND Policy

Home-School Agreement

PSHE and SRE Policy

Digital Safety

Use of Force

BEHAVIOUR AND RELATIONSHIPS POLICY

Introduction

The Restorative Approach

At John Keble School, everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. The 5 stages are:

- What happened? Drawing out each person's story one at a time.
- What do you think and feel about that? What each person was thinking at the time, before and since.
- Who has been affected and how? Who has been harmed/affected and how?
- What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
- What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by

an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

The School Rules

They are inclusive of all behaviours, in the classroom and playground and around the school and uphold the wider school ethos and values:

- We respect each other
- We listen
- We work hard and do our best
- We keep ourselves and others safe
- We look after the environment
- We show our Christian values

Promoting positive behaviour

Children need recognition for making the right choices with their behaviour and we aim to give positive reinforcement and praise as frequently as possible.

Class DoJos (electronic icons which can be personalised for children - www.classdojo.com)

They are awarded for any positive behaviour and recorded on the IWB in the classroom. Each child starts with zero DoJos on a Monday and earns as many as possible in the week through keeping to the rules and acts of outstanding behaviour.

Circle Time

Circle Time is used regularly throughout the school as part of our Restorative Approach and to purposefully build and maintain relationships. This helps to develop the class' sense of community and provides a forum for discussion. Sometimes these sessions may be pre-planned and linked, for example, to the PSHE curriculum or to the "needs" cards used as part of the Restorative Approach. At other times Circle Time may be used in response to things happening in the playground or in the classroom.

Managing unacceptable behaviour

Staff use preventative strategies to try to avoid unacceptable behaviour and to preempt it. e.g. move a child's seat, refocus on work. However, unacceptable behaviours do still occur. When this happens, staff will always have a conversation that identifies the behavior and tries to identify the child's need. Staff try to ensure that children are aware of how their behaviour impacts on others. At John Keble School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The 5 stages of Restorative Approach underpin our approach to behaviour issues we adapt our approach to ensure it is suitable for the pupil's age and level of understanding. When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage, they progress to the next one. This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils

are supported in developing their understanding of the Restorative stages at their own pace. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

All behaviour is logged on our tracking system, CPOMS. Members of the leadership team read these incidents daily. Any physical incidents, racism, homophobia or a repeated incident between two children are dealt with by SLT. Children who have several incidents are discussed by the welfare team so their needs can be discussed and additional strategies can be put in place.

Children at risk of exclusion

If all the support offered in school is still not impacting on the child's behaviour, the child may be at risk of an internal exclusion or a fixed term exclusion. A Pastoral Support Plan (PSP) will be drawn up with parents/carers for a child who is at a risk of having a fixed exclusion, or has had a fixed-term term exclusion, and this will involve Brent's Inclusion Team. The Brent Inclusion Team have additional professionals that can advise the school or offer additional support. Our aim is always to support the young person

Emergency situations

The internal messaging system is used in the event of a serious incident and an adult needing immediate support in the classroom.

Behaviour Passports

For some children with more complex needs personalised behaviour strategies are necessary. These strategies (alongside triggers) are written in a "BehaviourSupport Plan" which can be shared with all adults who may work with the child (including Teaching Assistants, supply teachers, visitors and so on) to ensure consistency of approach.

Playtime and lunchtime behaviour

Playground rules

The rules of the playground are the same as the classroom, with the exception of 'We work hard and do our best' which, for the playground, should more appropriately read 'We play fairly and gently'. The Christian values we aim to promote in the playground include friendship, compassion, forgiveness, peace and justice.

Playground consequences

- For unacceptable behaviour e.g. fighting, the child is brought inside to SLT or the Learning mentor.
- Repeated mistakes around unsafe behaviours in the playground may result in parents/carers being invited into a conference meeting and a lunchtime programme put in place. This will be recorded using the behaviour support plan/Pupil Passport format and procedure.

Wet playtimes and lunchtimes

teaching Assistants stay in their classroom with the children during wet playtimes and lunchtimes.

Class teachers need to provide guidance on:

- Which resources are to be used
- Where the class box of materials and games is stored

- Age appropriate videos for year groups to watch together.

Involvement of parents/carers

Parents/carers are informed about the behaviour management system at Meet the Teacher evening at the beginning of the year. Parents/carers can also request a copy of the full written policy at any time.

ANTI-BULLYING POLICY AND PROCEDURES

Introduction

At John Keble School we acknowledge that bullying is one of the most distressing experiences a child can encounter. Bullying can make the lives of victims a misery; it can undermine their confidence and self-esteem and can destroy their sense of security.

Bullying can have a life-long negative impact. Children have difficulty learning and it can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying. At worst, bullying has been a factor in suicide.

It is our responsibility as teachers and caring adults to protect children from bullying of any kind and to ensure the school environment is a place of emotional and physical safety for all children. For this reason, we see bullying as part of a continuum of behaviour and therefore our Anti-Bullying Policy and Procedures is best placed within the school's Behaviour Policy. The Anti-Bullying Policy also needs to be read in conjunction with the Child Protection Policy, Safeguarding, E-Safety Policies and the school's Equality Plan.

It is the responsibility of the whole school community – pupils, staff, parents/carers, governors – to work in cooperation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. We strive to create and maintain a safe and supportive environment in which pupils and adults feel willing to report behavior, confident that they will be listened to and action taken to remedy the situation.

Definition of bullying

Bullying is behaviour that intentionally hurts or threatens another individual or group, physically or emotionally. It is premeditated behavior that usually happens over a period of time. It involves dominance of one pupil on or over one or group of others. One person or a group can be bullies.

Children are encouraged to be discerning about the use of the word 'bullying' and to learn the difference between bullying and banter or teasing. Bullying is a term that can be used when:

- ☐ There is deliberate intention to hurt or humiliate.
- ☐ There is a power imbalance that makes it hard for the victim to defend themselves.
- ☐ It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This should be considered,

particularly in cases of sexual, sexist, racist or homophobic bullying or when children with disabilities are involved.

What forms does bullying take?

The main types of bullying are:

- Physical – kicking, hitting, pushing, pinching, any form of violence, taking belongings
- Verbal – name-calling, taunting, mocking, sarcasm, making offensive comments, spreading hurtful or untruthful rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities

It is also bullying when a child or young person is pressured to act against their will by others. Bullying can sometimes take the form of harassment. This is defined as unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Increasingly, bullying is happening through new technology. This can involve sending inappropriate or hurtful text messages, e-mails, instant messages, or posting malicious material online (e.g. on social networking websites), or sending or posting offensive degrading images and videos.

'Cyberbullying' might take the form of 'real world' bullying being played out online. Situations may be deliberately engineered in order to photograph someone in a humiliating way and circulate this online. Bullies may pick on children for no apparent reason, seizing on some aspect of the victim's appearance, or personality as an excuse to bully them. (See the school's E-Safety policy for further information).

Specific types of bullying include:

Racist and religious bullying

Racist bullying can be defined as 'a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. At John Keble School, we discourage all racist behaviour and ensure that all incidents are reported.

Sexual, sexist and transphobic bullying

Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology.

Homophobic bullying

Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). At John Keble School the term 'gay' is considered an insult and therefore is unacceptable and its use will be challenged.

Disablist bullying or bullying of children with SEN

Bullying involving children with disabilities employs many of the same forms as other types of bullying, with name calling, pushing and shoving being common. Additional forms include:

- ☒ Manipulative bullying - where the perpetrator tries to get the victim to act in a certain way - do something they should not do, when they may not be able to recognise that they should not do this.
- ☒ Excluding a child from a group or friendship circle.
- ☒ Bullying that exploits a particular aspect of a condition such as sensitivity.
- ☒ Conditional friendship - where the victim can be friends on certain conditions. These are intended to get the victim into trouble or humiliate them.
- ☒ Children with disabilities, especially those on the Autistic Spectrum, can be the victims of 'low level' bullying from which there is no let up. Often this results in the victim 'snapping'.
- ☒ There are typically higher levels of bullying between children with social, emotional and mental health needs. At John Keble School the ratio of staff to children ensures that pupils are adequately supervised and bullying can be more easily pinpointed. However, because of the difficulties the children have, bullying can and will occur. Our challenge is to minimise this and ensure effective and quick steps are taken to deal with it.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff, by individuals or groups. It can be face-to-face, indirect or using a range of cyberbullying methods.

Brent has its own guidelines on issues relating to bullying among school staff.

Signs of bullying

Children who are bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Withdrawn, isolated behavior
- Being easily distressed
- Damaged or incomplete work
- Complaining about missing possessions
- Refusal to talk about the problem

Approaches to tackling bullying

Creating a positive ethos and preventing bullying

At John Keble School, we believe that the most effective way of combating bullying is through a preventative, proactive approach that emphasises the importance of respect for individual differences and the value of friendship and caring relationships. The Restorative Approach, Christian values and ethos of the school reinforce this and provide a framework for children to reflect on their behaviour and attitude towards others.

Ways in which we strive to create a positive ethos include:

- ☒ Assemblies which offer the opportunity to discuss bullying through 'friendship', 'caring for each other', 'saying no' etc. or through the Christian values of respect, friendship, koinonia, peace, compassion, humility.
- ☒ Each year we take part in Friendship Week (National Anti-Bullying Week) during which we provide a variety of activities across the whole school and across the curriculum that focus on bullying.
- ☒ Regular E-Safety assemblies and parent/carer workshops to raise awareness of cyberbullying, how to prevent it and what to do if it happens.

- ☒ We take all incidents of bullying seriously. All children are made aware that bullying is a serious offence and they are encouraged to inform an adult whenever a bullying issue arises.
- ☒ Lessons in PHSE.

Reporting of bullying incidents

Children of all ages are encouraged through explicit messages to bring bullying concerns to the attention of another person – teacher, support staff, friend, parent, sibling - as quickly as possible. Children can use the learning mentor, SLT and any staff to raise issues.

Parents/carers are invited into school to termly coffee mornings on various aspects of behaviour and safety including anti-bullying and E-Safety. Bullying issues can also be picked up through attendance monitoring and parents/carers must inform the school straight away if their child shows signs of not wanting to come to school.

Responding to incidents of bullying

When issues arise, the school procedure is to report the incident immediately to a member of the Inclusion Team and/or SLT. The school's procedure for dealing with an incident involves a restorative approach and a number of stages:

- ☒ Talking to the different parties separately. The victim needs to be reassured that s/he has done the right thing by reporting the situation and everything should be done to restore the victim's self-confidence and self-esteem.
- ☒ Bringing all parties together and an agreement drawn up. If the victim agrees, the facilitator acts as mediator between her/him and the perpetrator and encourages the two sides to talk and hopefully resolve their issues.
- ☒ Various strategies might be appropriate e.g. a written or verbal contract between different pupils, a support group of buddies or a discussion/circle time with the whole class to learn from the incident.
- ☒ Informing the parents of the incident and how it has been dealt with (this can be done at any stage in the process)
- ☒ Monitoring the behavior of all children involved
- ☒ Referral on for further support for either parties if needed e.g. Inclusion Team, school play therapist
- ☒ Support for the wider peer group or class if needed e.g. circle time.

Children who continually display physical or verbal intimidation or violence towards another child may be withdrawn from class. This will be discussed with parents and discussed at welfare meetings. Intervention work will be done with the child to seek to understand why this is happening. Advice will be sought from the Local Authority if there is no improvement.

Playtimes and lunchtimes are times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. All staff take children's concerns seriously and any reports or suspicions around bullying are reported to a key member of staff.

BEHAVIOUR, RELATIONSHIPS AND ANTI-BULLYING POLICY

Physical restraint and staff guidelines for using force

From time to time staff may find themselves in situations where physical contact with pupils is a real possibility. The overriding principle is always to protect the child and ensure his/her safety. Restraint is an option of last resort and needs to be carried out following guidelines

and safety procedures. Staff know that the use of force is illegal if physical circumstances do not warrant it. The force used should always be the minimum needed. Staff read and follow the guidelines in the separate Use of Force.

Working with parents to support behaviour

Home-school agreements

When parents/carers choose to send their child to our school, they have chosen to follow our home-school agreement. This tells them what we expect of them at school, and what they can expect of us. The home-school agreement is discussed with parents/carers at Meet the Teacher evenings in the Autumn term. It also forms part of our admissions procedure for casual admission during the school year.

Child Protection.

Sudden or uncharacteristic behaviour changes need careful monitoring, and advice should be sought from the Designated Child Protection Officer immediately, if there is an incident or disclosure to report.

Special Needs

We need to understand the context of a child's background. (Some children have to deal with poverty, discrimination, instability, homelessness, bereavement, illness, being a carer for an adult, and their own special needs). However, our policy applies to all children, as they all deserve high expectations, consistency, and all are entitled to the aims of our policy. For some children, accepting the policy will be easy and reassuring, for other children it will be a daily learning objective that we must try to help them achieve.

Monitoring and review

Staff, pupils and parents are invited to comment on this policy at various times throughout the school year.

Parents and pupils are invited to give their opinions in respective questionnaires at the end of the year.

Complaints

The school has an appeal process against a sanction where a pupil or parent/carer believes the school has exercised its disciplinary authority unreasonably. In the first instance, it is advised that the Headteacher is approached in order to discuss the situation.

Please see the school's Complaints Policy which is on the school website under "About us – Statutory Information".