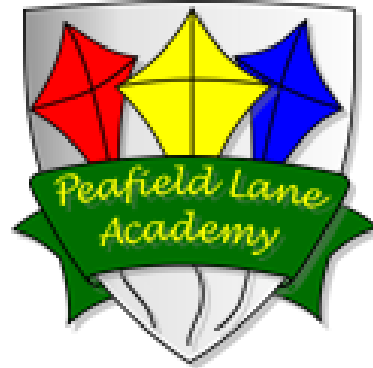


# Positive Behaviour and Relationships Policy

Peafield Lane Academy



Policy created:	November 2024	Andrea Commins / Staff//Pupils
Next review by:	October 2025	

## Index

Our aims	3
PLA rules: Be Safe, Be Kind, Be Ready to Learn	4
What children expect of staff	5-6
How we teach positive behaviour?	6-7
Guidelines for Classroom practice	7
Rewards	8
Children who need extra support to Be Safe, Be Kind and Be Ready to Learn	8
Reporting and Recording negative behaviour	9
Stepped boundary system	9-11
Behaviour Blueprint for Staff	12
Restorative approach including key questions in restorative conversations	13
What happens when children are dysregulated	16
Beyond Challenging Behaviour	16
Minimising the need to use Reasonable Force or Physical Intervention	17
What can school do if behaviour persists or does not improve?	19
Suspensions and Exclusions	20
Recording and Reporting Serious Incidents	22
Complaints and Allegations, Legal Duties	24
Anti-bullying	25-26
Governors	26

What do we expect from parents and carers?	27
Appendices: 1. A4 Blueprint 2. Example behaviour scripts 3. Anti-bullying advice for parents	29

### Our aim:

The happiness and the wellbeing of our children underpins everything we do. We understand that when children feel happy, safe, listened to and respected then they make progress with their learning. All school staff, parents and carers and children are expected to maintain the highest standards of **positive behaviour**, to accept responsibility for their conduct and encourage others to do the same. When we work together to do this, everyone can achieve excellence, love learning, create and innovate, engage with their world and feel they belong to school.

We aim to:

- Teach positive behaviour, self-regulation, self-discipline and personal development.
- Provide a safe, comfortable and caring environment for optimal learning to take place
- Provide clear guidance for children, staff, parents and carers of expected behaviour
- Use a visibly consistent and calm approach and language across the whole school
- Understand that, for some children, behaviour is not a choice.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally
- Use restorative approaches to follow up constructively on behaviour which falls short of our expectations
- Involve families, parents and carers in the development of positive behaviour

To achieve this, all members of our Peafield Lane community must adhere to the simple rules of:

## ‘Be Safe, Be Kind, Be Ready to Learn’

### Peafield Lane Academy Rules: Be Safe, Be Kind, Be Ready to Learn

A clear structure of predictable outcomes will have the best impact on behaviour. This policy sets out the code of conduct, “relentless routines\* and visible consistencies that all children, families and staff are to follow. PLA has three simple rules to the code of conduct: **Be Safe, Be Kind, Be Ready to Learn** which can be applied to anybody, in a variety of situations, are easy to remember and are taught explicitly. **\*Relentless routines are key to the smooth running of the school and the children’s educational and social success. They are highlighted below in green.**

Our three rules are based on the work of educator, Paul Dix and his book, *When the Adults Change, Everything Changes*. Dix writes, ‘Visible consistency with visible kindness’ allows exceptional behaviour to flourish.’ This aligns with our ethos and culture.

Each class will make a class charter at the start of the year, agreeing on what these rules mean in their class. Below are examples (not exhaustive) of what children being Be Safe, Be Kind, Be Ready to Learn might look like:

Be Safe	Be Kind	Be Ready to Learn
Using kind words that make others feel safe Gentle hands, gentle feet Following adult instructions <b>Terrific transitions</b> - moving from one place to another in an orderly and sensible way. Staying in the classroom/ playground as guided by adults	Being polite to everyone, including <b>Magnificent Manners</b> - not shouting out, but using manners to seek attention. Speaking to staff and peers kindly and politely. Eating with a knife and fork and using table manners in the hall. Taking turns to speak and listen Considering how others feel - being kind	Sitting tall, facing the speaker, listening and thinking - <b>good looking, good listening and good sitting.</b> Following instructions and tracking the teacher Keeping hands and feet in own space Using equipment as guided by adults Following the rules of a game

<p>Using equipment properly and as intended</p> <p>Reporting any damage noticed around school</p> <p>Taking responsibility for their own behaviour and planning how to repair when things have gone wrong</p> <p><b>Wonderful walking!</b> Wonderful walking at PLA means walking tall, with purpose, keeping a space between you and others, not talking unless saying thank you to someone holding open a door!</p>	<p>Taking care of the school and its equipment</p> <p>Playing cooperatively and sharing</p> <p>Valuing each others' work and contributions</p> <p>Telling the truth and listening to other people's perspectives</p> <p>Accepting a solution or consequence without arguing</p> <p>Seeing an apology as a signal someone has learnt and reflected on their behaviour and wants to repair</p>	<p>Putting in 100% effort</p> <p><b>Legendary lining up</b></p>
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### What children can expect of staff

Positive relationships are central and essential. Positive behaviour is recognised sincerely and consistently. Our aim is that children are praised publicly and , as much as possible, reminded in private.

### **Everyone, everywhere!**

**Every member of staff at PLA is expected to to deliberately and persistently notice children doing the right thing and praise them for it. This applies to the Senior Leadership Team (SLT), the site manager, the admin team, the teachers, support staff, volunteers, work placement students...everyone. This applies in the classroom, the lunch hall, corridors, the playground, on trips...everywhere.**

**Our school rules:** To create a system that is easy to implement consistently, we have streamlined our rules. However, we understand that these rules, in isolation, can seem quite abstract. We have therefore exemplified each rule with “what this looks like at Peafield Lane Academy”. It is a non-exhaustive list, but covers the main aspects of behaviour and conduct we would expect to see in an effective school environment:

Our rules	Visible consistencies; Visible kindness	“Above and Beyond” Excellence Recognition	Relentless Routines
<ol style="list-style-type: none"> <li>1. <b>Be Safe</b></li> <li>2. <b>Be Kind</b></li> <li>3. <b>Be Ready</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Greeting and welcoming the children</b> into a calm, ready school and classroom. Gate, classroom door or playground, we will be on time, ready and welcoming.</li> </ol>	<p>The use of praise and positive encouragement is the best way to promote positive behaviour and at PLA we believe that we get more of what we give attention to!</p> <p>Praise should be specific and the children</p>	<p><b>Terrific transitions</b> - moving from one place to another in an orderly and sensible way.</p> <p><b>Wonderful walking!</b> Wonderful walking at PLA means walking tall, with purpose, keeping a space</p>

<p><b>to Learn</b></p>	<ol style="list-style-type: none"> <li>2. <b>First attention going to children doing the right thing.</b></li> <li>3. <b>Picking up</b> on children who are not yet safe, kind and/or ready to learn...<b>following through</b> to support them to do better.</li> <li>4. <b>Accompanying children</b> at transition points. Expecting, praising and modelling <b>wonderful walking</b> at all times.</li> <li>5. <b>Praising in public, reminding in private</b>, as far as possible.</li> <li>6. <b>Consistent language and behaviour scripts.</b></li> <li>7. <b>Deliberate ‘botheredness’ and interest to build relationships.</b></li> </ol>	<p>should always know why they are being praised eg ‘Excellent effort with you writing today!’ , not merely, ‘Good boy!’ or ‘Well done!’ It is most beneficial to praise effort and progress.</p> <ol style="list-style-type: none"> <li>1. Mention on class Recognition board</li> <li>2. Praise to parent or carer at pick-up</li> <li>3. Phone call/Dojo message/ postcard home</li> <li>4. Show work to another adult</li> <li>5. Stickers</li> <li>6. Visit SLT for recognition</li> <li>7. Over and Above - children chosen weekly by all staff members for mention and certificates in Family Assembly - Living Our School Values Gold certificates • Pride of Peafield Awards</li> </ol>	<p>between you and others, not talking unless saying thank you to someone holding open a door!</p> <p><b>Magnificent Manners</b> - not shouting out, but using manners to seek attention. Speaking to staff and peers kindly and politely. Eating with a knife and fork and using table manners in the hall.</p> <p>Sitting tall, facing the speaker, listening and thinking - <b>good looking, good listening and good sitting.</b></p> <p><b>Legendary Lining Up</b></p>
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## How do adults teach and promote positive behaviour at PLA?

### Promoting Positive Behaviour

All school adults must strive to know the children extremely well and to relentlessly develop positive relationships and mutual respect with all of the adults in the school community. This requires deliberate engagement with children to ensure they feel valued. It enables adults to follow up on negative behaviour with genuine care. It’s important that families work together with school staff, reinforcing the same messages and showing the same respect for our rules and staff.

We tell parents and carers about progress and achievement academically, socially and with behaviour; we do this regularly, formally and informally. This may be a quick chat at the end of the day, via Dojo, a phone call, or a post card. At PLA we show respect and kindness by using children's names and we expect them to use our names respectfully too eg using our full title and name, not abbreviations. We know that the children want school staff who are fair, consistent, kind and who show unconditional care and compassion. Each lesson is a fresh start.

### **How we teach positive behaviour**

Developing emotional literacy goes hand in hand with achieving positive behaviour at PLA. Each week we teach PSHE through our Jigsaw curriculum, with the aim to teach the expected behaviours, respect and empathy in order to learn and function successfully in society. These are core values that underpin successful peer relationships and exceptional learning attitudes. We aim that all children should be taught how:

- To maintain positive relationships with each other and adults;
- To build a happy life;
- To develop emotional literacy so they can label and recognise different emotions;
- To use strategies to regulate their emotions;
- To have positive learning behaviours which allow them and others to learn and make progress;
- To respect other people, their rights, property, beliefs and feelings...to respect difference;
- To be assertive, express their views and feelings and be constructive..but always Be Kind; and
- To resolve disagreements peacefully.

### **Teaching and Learning**

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

### **Guidelines for classroom practice**

- We plan learning thoroughly to be stimulating, coherent and well-organised.
- Lessons begin with clear expectations of progress and success criteria for the lesson is agreed.
- Each lesson ends with an opportunity for self-assessment of learning.
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.

- We establish positive expectations of behaviour.
- We model clear communication and positive interactions between each other and between adults and pupils.
- We establish and insist on routines for: entering the classroom, seating arrangements, sharing a visual timetable for the day, distributing and using the equipment needed, Rewards.

## **Rewards**

Our aim at Peafield Lane Academy is to encourage intrinsic motivation to behave well, however, we know that children respond well to praise and recognition. This positive recognition reinforces the high standards that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community. Recognition is achieved in a variety of ways:

Verbal praise and smiles, Whole class Recognition Board, Individual rewards Class sticker/stamps, Public praise in front of staff, Visit Headteacher, Deputy Headteacher or member of SLT for praise, Dojo Points, Dojo messages to parents, Award in Family Assembly · Head Teacher Award

## **Individual Rewards**

Children are awarded individual Dojo points and work towards certificates (50 bronze, 100 silver, 150 gold and 200 platinum). Points focus on the School Values. Dojo Points can be awarded by any member of staff both inside and outside the classroom. Dojo allows for parents to instantly see the positive behaviours that their children are showing throughout the day. Positive messages to parents about their child's attitude and/or positive work will be communicated through the Class Dojo app.

**A reward, once earned, must never be taken away from the child.**

## **Children who need more support to Be Safe, Be Kind, Be Ready to Learn**



Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables children with SEND or any unmet social or emotional need to learn, succeed and feel they belong. PLA is an inclusive school and we are all the richer for our diversity.

Different children find different aspects of school a challenge. Some children will need adaptations of what RRS looks like. For example, they may not be able to maintain eye contact, but could show readiness by having a whiteboard and pen in their hands. They may therefore have simple adaptations. Adaptations can be made informally by the class teacher, or a more formal plan made with the SENDCO and shared with families and the child. They may include alternative rewards, timetables or provision to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour, and strategies that help the child to succeed.

Examples of adjustments we make at PLA for children who struggle with our rules or whose SEND impact on their capacity to meet age-related positive behaviour range from training staff in understanding ASC, developing trauma informed practice, making seating plans, changing line-orders to planning movement or sensory breaks. We support all children to self-regulate by using Zones of Regulation, where they are taught to associate the language of colour with their feelings and strategies to respond to them.

### **Reporting and recording negative behaviour**

The language we use to describe negative behaviour must be to the **point and factual**, including actions taken and consequences wherever possible. This is consistent when verbally describing behaviour to colleagues who need to know about an incident, to parents and carers and in our Cpoms logs (our online monitoring system). **We do not use emotionally-loaded or judgemental language and we are specific, not vague.** We don't humiliate or shame children, families or school adults when describing behaviour. We are **factual, fair and respectful** at all times.

At PLA we use a secure system called Cpoms to record any concerns relating to your child. These can range from playground injuries to safeguarding concerns and also instances of more serious negative behaviour. Whichever adult is present when an incident occurs and/or is the main adult managing the behaviour, has the responsibility to record what happened on Cpoms as soon as is practical, unless another teacher or member or the SLT says they have enough information to do so. These logs allow us to see behaviour patterns and to record concerns in a factual and accurate way so that additional support can be targeted appropriately. All members of staff are trained to use Cpoms. They use the stepped boundaries to decide how to record, and categories must be chosen carefully to reflect the severity and type of behaviour.

### **Stepped Boundaries**

At PLA we use a system of stepped boundaries to ensure a consistent approach to negative behaviour. We believe it is not the severity of the consequence, it is the certainty that this follow up will take place, that is important that everyone also has a fresh start each lesson. It is always the aim that a child will correct their behaviour and have a successful lesson or playtime. When this happens, it will be recognised and praised. If a child reaches stage 4, the 'Time Out stage', this would be recorded on Cpoms as . Parents are not informed at this stage, unless the member of staff feels it is appropriate to do so.

If a child reaches the repair and restore stage (shown below), this must be recorded as a]GENERAL BEHAVIOUR NOTE and category -

- Negative Behaviour
- Playtime/ Lunchtime Behaviour

As far as possible this will be communicated to parents discreetly.

on Cpoms and parents should be informed as soon as is practical. Language such as 'bad day' should not be used. Factual information will be given and the consequences explained. If a child is repeatedly reaching the reminder step, even if behaviour is subsequently improved for a short time, teachers/ LSAs will discuss this pattern of behaviour with parents and carers to work together to support the child's behaviour.

PLA Stepped Boundaries	
Steps	Example
<p><b>1. Nudge</b> This is gentle encouragement and may be non-verbal.</p>	<p>Standing next to a child, pausing mid-sentence, gently handing them a book, or placing a hand on the table are all examples of a nudge to encourage positive behaviour. It may also be a verbal nudge. Eg 'Let's see eyes on me and ready to learn, as you were this morning - thank you.'</p>
<p><b>2. Reminder</b> This is a short, reminder of the rules.</p>	<p>'I <b>notice</b> that you're talking when I'm talking. This is a <b>reminder</b> that we need to be ready and Kind. Listen and stop talking , thank you.'</p>
<p><b>3. Warning</b> This is a discreet 30 second intervention (max) to alter behaviour.</p>	<p>'I notice you have chosen to keep talking and not do your work. This is a <b>warning</b>.' 'Do you remember that yesterday that you were totally focussed and did brilliantly in our English lesson? That is what I need to see today.' 'If you choose to break the rules by _____, you will need a time out and stay with me for 2 mins after the lesson.'</p>
<p><b>4. Time out</b> This is time out - in the moment, followed by 2 minutes of missed play with the adult of free time.</p> <p><b>To be recorded on Cpoms as GENERAL BEHAVIOUR NOTE and category -</b></p> <ul style="list-style-type: none"> <li>● Negative Behaviour</li> </ul>	<p>At this point the child will be told to take time out to stop, think and reflect on how they can improve their behaviour. They may be asked to move to another area at this point to allow this to happen. This will always be followed up by 2 minutes with the adult after the lesson, to have a mini-restorative conversation and to provide time to finish work, or tidy up etc in a natural consequence. This might be 2 minutes of missed play, 2 minutes accompanying an adult to break duty, or 2 minutes at the end of the day.</p> <p><i>'I have noticed you chose to _____'</i> <i>'You are breaking the school rule of _____'</i> <i>"This behaviour is going to lead to <b>time out</b>."</i> <i>'I will come and check in on you in a few minutes.'</i> <i>'Thank you. After the lesson, <b>you will need to stay with me for 2 minutes to talk and repair.</b>'</i></p>

<ul style="list-style-type: none"> <li>• <b>Playtime/ Lunchtime Behaviour</b></li> </ul> <p>As far as possible this will be communicated to parents discreetly. (If necessary)</p>	
<p><b>5.Repair and Restore</b> This is a short <b>restorative conversation</b> during playtime followed by a <b>consequence</b> given to repair the situation.</p> <p><b>To be recorded on Cpoms as Behavioural Incident- parents informed</b></p>	<p>If a child continues with negative behaviour following a time out, a short <b>restorative conversation of about 5 minutes with a consequence of about 10 minutes</b> will be given to repair the situation during playtime.</p> <p>A 'repair task' or consequence' should be agreed/reached with the child at the end of the restorative conversation, such as tidying the classroom, making an apology or withdrawal from playtime football. This consequence will be as logical/ natural as possible e.g. withdrawal from football if that was when negative behaviour occurred; tidying up a mess made by the child.</p> <p>A repair task might involve work that must be completed at home (Y2 upwards) to repair lost learning. This should be returned first thing in the morning.</p> <p>If a child refuses to engage with the repair talk or agree to a consequence, they will miss the remainder of that playtime. It may be appropriate for the adult to say they will follow up this talk later that day or the next.</p>

Magnificent Manners Stages may be jumped, depending upon behaviours exhibited. Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team. After any of the above steps, the staff must adopt **unconditional positive regard** so that the child knows that they can move forward. If a child has been referred to a member of SLT more than twice in a 1/2 term, the class teacher will seek advice from the Inclusion / Behaviour Lead.

Actions could include: home/school diary, dojo messages home, peer buddy, social group intervention, pastoral/ELSA referral. The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home. It is vital that pupils are given the opportunities to have a 'fresh start' after any behavioural incident. If an incident is as a result of misbehaviour during football/basketball, the following additional sanctions apply:

First offence 1-day ban from sports pitches

Second offence 3-day ban from sports pitches

Third offence 5-day ban from sports pitches

## The Peafield Way

This is how we do it here..... At Peafield Lane Academy high expectations of learning, behaviour and respect for each other underpin everything we do.

### CODE OF CONDUCT (SKR)

Be Safe

Be Kind

Be Ready to learn

#### ADULTS – Visible consistencies; Visible kindness

Greeting and welcoming the children into a calm, ready school and classroom. Gate, classroom door or playground, we will be on time, ready and welcoming.

First attention going to children doing the right thing.

Picking up on children who are not yet ready, kind and/or safe...following through to support them to do better.

Accompanying children at transition points. Expecting, praising and modelling wonderful walking at all times.

Praising in public, reminding in private, as far as possible.

Consistent language and behaviour scripts. Deliberate 'botheredness' and interest to build relationships.

#### Microscript (30-Second Intervention)

I have noticed that you are...(having trouble getting started, wandering around etc.) right now.

At Peafield, we... (refer to the 3 school rules – ready, kind and safe)

Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

See me for 2 (or up to 5) minutes after class/during break.

Do you remember yesterday/last week when you... (refer to previous positive behaviour)?

That is who I need to see today...

Thank you for listening... then give the child some 'take up' time

#### Restorative Questions

5 questions are usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

(Key questions in bold)



### OUR VALUES

CITIZENSHIP

ASPIRATION

RESPONSIBILITY

EXCELLENCE

#### Stepped sanctions

1. Nudge (Nonverbal cues)
2. Reminder (SKR privately)
3. Warning (Outlining behaviour and consequences)
4. Time Out (Cool off elsewhere)
5. Repair (Restorative conversation)

#### Relentless Routines

\*Wonderful Walking \*Legendary Lining-Up \*Magnificent Manners \*Terrific Transitions \*Good looking, listening, sitting

### The Restorative Approach

PLA has a restorative approach to behaviour management. Staff undergo regular training to continue to develop their practice. Restorative practice at PLA means having extremely high expectations of behaviour, always picking up on behaviour which does not meet these high expectations, and teaching how behaviour can be changed and relationships restored. When a child behaves in a way that shows they are not being Safe, Kind, or Ready to Learn, they will always be reminded and consequences imposed where appropriate - even if these do not occur in public.

### **What are the principles of the restorative approach?**

- Importance of developing and maintaining positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations where something has gone wrong
- Learning how choices could be more positive in future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control.

Restorative conversations are never held when a child is emotionally dysregulated. Dysregulation may look like a child who is very angry, violent, running away or shut down and refusing to move or speak. At PLA, we aim to pre-empt and help regulate children before they reach this point. However, if a child does become dysregulated, we give them the time and space to safely calm down, secure in the knowledge we will *always* have a restorative conversation to follow-up from this. This may mean that a child seems to be calmly playing with construction equipment or colouring in, following an incident of very negative behaviour. At PLA, adults agree that this is part of the self-regulation process and restorative conversations and consequences will always follow when the child is calm.

### **Key questions in restorative conversations**

Between two and five questions are usually enough to have a productive restorative conversation. Our staff team choose from these questions to best fit the situation. For younger children, key questions are suggested in bold.

1. **What happened?**
2. **What were you thinking at the time ( and how were you feeling)?**
3. What have you thought since?
4. How did this make other people feel?

**5. Who has been affected?**

6. How have they been affected?

**7. What should we do to put things right?**

8. How can we do things differently in the future?

**Restorative conversations to repair serious negative behaviour**

Restorative conversations can be conducted by any member of school staff, especially any adult who was there at the time of the incident. However, senior leaders and class teachers must be informed of what has happened and support with restorative conversations and consequence setting.

Although there will always be a structure for the child to explain their behaviour if they are able to do so, the main points of a restorative conversation will be outlining the facts of the behaviour, how it breaks our rules and the consequences. The headteacher and senior leaders will consider which consequence is proportionate and best suited to the situation. Examples of consequences for serious behaviour breaches may be:

- *Not being on the playground at the same time as the other children for \_\_\_ days/playtimes until we rebuild trust that they can Be Safe, Be Kind, Be Ready to Learn*
- *Working outside the classroom/ in another supervised area for a set time while we repair the trust that they can Be Safe, Be Kind, Be Ready to Learn*
- *Being withdrawn from (\_\_\_\_\_) within school or being suspended from school for a fixed time while we repair the trust that they can Be Safe, Be Kind, Be Ready to Learn*
- *Exclusion as outlined below.*

Adults will always be clear, calm and polite and will emphasise that even though this behaviour is unacceptable, we still care about the child and we want to help them to Be Safe, Be Kind, Be Ready so that we can include them in our school. During this conversation, it may be that the adult notices the child becoming dysregulated again so they may end the conversation at any point but must follow-up later, perhaps with parents or carers present. Children may be unhappy with the consequence or argue with the adult, but the adults will reassure the child that we want to help them to progress with their behaviour. It is essential that we communicate that we want to work together with the child and their parents and carers, so that we will then explain what has happened to parents and carers in the same polite, calm manner, if they haven't already been present.

## **What about the others who are affected by the behaviour?**

Once the children involved in the incident are safe and calm, children and adults who have been negatively impacted in this behaviour will be reassured, listened to and cared for as a priority. It is of the utmost importance that they should feel safe and happy at school. They should be informed that this behaviour is unacceptable at our school and that there will be fair consequences for the child that impacted them. Their parents and carers will be told what happened towards the end or at the end of the day, by email, phone or in person.

Managing serious incidents on the playground - Children can become dysregulated at playtimes, when the social skills and self-regulation needed to play, become too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stepped boundaries (nudge, reminder, warning, time-out, repair and restore). If there is behaviour which is more serious and by-passes stepped boundaries at playtime or lunchtime, the following script is used:

- STOP
- I CAN HELP YOU
- LET'S GO ( to a calmer space/ inside)

Staff will use their radio to inform others that they are leaving the playground to ensure supervision is maintained. Adults will adopt open body language, stand at a respectful distance from the child and remain calm. In some instances adults may be required to use positive handling techniques to keep children safe. The child can then be guided to a place where they will be able to calm down. If a child refuses these instructions, other members of staff can be called upon. The aim and priority will be to keep the child and others safe, and to de-escalate the behaviour positively. Time should then be given to calm down and regulate before expecting the child to have a restorative conversation to explain what happened. Adults will not jump to conclusions about what was happening and will follow the restorative approach in this policy.

## **Consequences**

Most children will never need more than a reminder or warning, but for some, further consequences must be used.

Consequences that are unfair, inconsistent or really unpleasant tend to be counterproductive and are not in keeping with our policy. They should always aim to repair the damage caused and should never be merely time-wasting. The severity of the consequence should always be kept to a minimum; the certainty is more impactful than the severity.

## **What happens if a child is dysregulated?**

Dysregulation: a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away or violence (to self or others) or conversely, 'shutting down' and refusing to speak or move.

We always try to be pre-emptive of children reaching this point and we look for 'triggers' and 'signs' that a child may not be managing at that moment. Plans are made with the class teacher and the SENDCO that record individual triggers and signs, as well as acknowledging and noting what regulates them.

If a child is dysregulated, **our first priority will always be to keep all children and adults safe.** School staff may need to ask a child or positively handle a child in order to move them to a safe, calm space in order to support them to regulate. When needed, a member of SLT or another staff member known to the child will assist with this. However, all our staff are trained to de-escalate such situations and are empowered to do this.

All staff will remain calm and professional and do their best to stay with the child, following through with the process of calming and then ultimately using a restorative approach. However, sometimes the adult with the dysregulated child is not the best person to remain with them. It may be that they need to teach the rest of the class or the child is particularly angry with them. Senior leaders will support members of staff to manage particularly challenging behaviour. At our school we always ask, who is the best person for the moment? The best person to sit with a child quietly may not be the most senior person.

### **Beyond challenging**

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. **Beyond challenging behaviour will be logged on CPOMS as Behaviour Incident and the category ticked, by a member of the Senior Leadership Team.**

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training At Peafield Lane Academy we have ongoing training around understanding attachment and behaviour and de-escalation strategies. Individual children, with heightened behaviour challenges have strategies and resources from Senior Leaders and other agencies, e.g. Communication Interaction Team, Gedling Area Partnership, Notts CC.

**Members of staff will ask if they need support and support will always be offered - All areas have a red card which staff can send to the Headteacher, Deputy or SLT member to ask for help.**



The average time for a child to self- or co-regulate again is 40 minutes, with some children taking a lot longer. It is only when a child is regulated, that restorative conversations and consequences can be established.

At least 95% of managing challenging behaviour does not require physical contact, as a last resort, and in a small minority of cases it will be safest for everyone, including the child concerned, to use positive handling. In an even smaller minority of cases, reasonable force will be used in order to safeguard the child and others.

### **Physical Intervention**

At Peafield Lane Academy we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential. We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity. This policy should be read in conjunction with our behaviour and child protection (and the broader safeguarding agenda) policies

### **Minimising the Need to Use Reasonable Force**

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We have a robust PSHE / Wellbeing curriculum, and 2 trained ELSAs, supporting children across school with emotional regulation. We also have a mental health first aider. We will only use force as a last resort and strongly believe in deescalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Where a pupil is identified as displaying challenging behaviour which may require de-escalation an Individual Handling Plan will be developed in collaboration with the staff working with the pupil and the parents/guardians. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

### **Staff Authorised to Use Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise those members of her staff who are enabled to use reasonable force. Here at Peafield Lane Academy the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.

- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

### **Deciding Whether to Use Reasonable Force**

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- 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

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

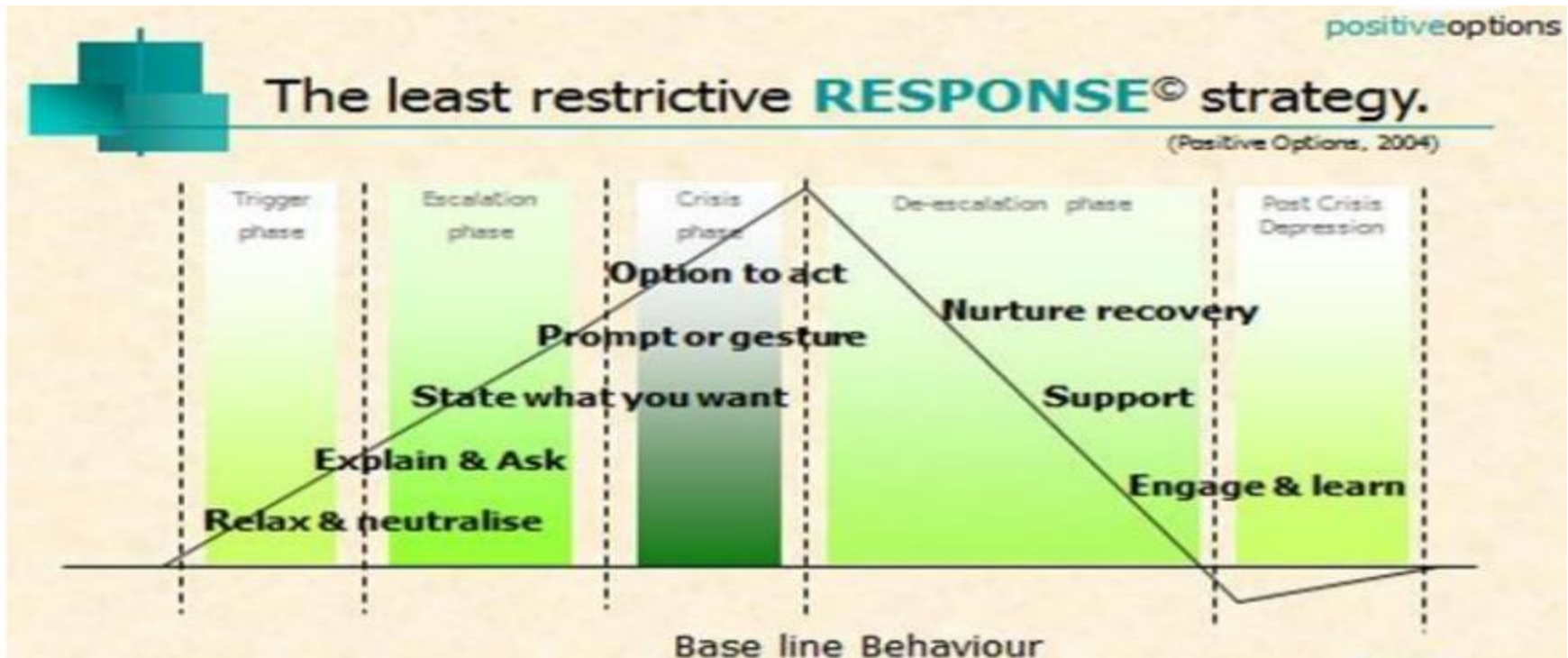
- whether the consequences of not intervening would have seriously endangered the wellbeing of a person
- whether the consequences of not intervening would have caused serious and significant damage to property
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

### **Using Reasonable Force**

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the RESPONSE© Strategy:



### Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident using the Incident Reporting Form. These should be given to the Head Teacher who will store them securely and in line with the data protection act- on CPOMS. Where a welfare or safeguarding concern arises, all staff will follow the procedures as outlined in the school Safeguarding policy.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant. In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff. Staff should also bear in mind the age of the child, any special education need or disability and other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents/carers know about them. Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report. These will always be logged on CPOMS. The Headteacher/DSL monitors and uploads all behaviour logs and quality assures these.

### **Post-incident support**

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained.

- Pupils should be given time and space to calm down after an incident and when ready reintegrated back into their timetable as soon as possible.
- Staff should be offered a short break out of the classroom where possible after an incident it is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries.
- Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.
- All injuries should be reported and recorded on an accident form and in the accident log book.
- In the event of an incident involving violence towards staff, this should be reported to the Flying High Partnership.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of issues as relevant. If there are issues at home (e.g. change/loss of job or the loss of a family member or pet) parents should inform the class teacher, who is the key professional in this process of communication. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

Where behaviour is causing concern in school, parents will be informed at an early stage, and given an opportunity to discuss the situation.

If the school is concerned about a child's behaviour, parents will be informed:

- Any cause for concern will be communicated verbally at the end of a school day or via a phone call or Class Dojo from Class Teacher on the same day as the concern
- A meeting at parents' evening
- A progress meeting
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour.

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. If a parent wishes the pupil not to be interviewed, then parents must accept that the matter may only be able to be noted and not actioned.

School may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated through this policy and possibly to the governors, who will decide on next steps. This may include a letter to invite parents to meet in person or online with staff and governors so that everyone can work together.

If a monitoring period is set at a meeting, this will be clearly communicated with all stakeholders and will include how the period will be reviewed, by whom and when. The outcome of any monitoring period will be communicated to parents by either telephone call or face-to-face meeting

### **Transition**

Times of transition can see an increase in the level of behavioural need, particularly for vulnerable children or children with SEND. We support transition through regular meetings between key stakeholders: current teaching staff, new teaching staff, Inclusion Team, SLT and parents.

Regular conversations about children through the established Pastoral meetings feed back into this process. For children moving between Phases, the Deputy Headteacher will facilitate detailed Transition Meetings.

### **Complaints and allegations**

Complaints and allegations will be taken seriously and we will investigate these thoroughly, speedily and appropriately investigated. All complaints will be dealt with in line with the Flying High Trust, Peafield Lane Academy, Complaints Policy. Any allegations against staff will be dealt with in line with the Flying High Trust procedures.

### **Malicious allegations**

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO.

If the allegation is found to be malicious, support for the pupil will be put in place through the Inclusion Team. If appropriate, a sanction may be given.

Support for the member of staff will be given through the Health & Wellbeing Team.  
Application of this policy outside of school hours or off school site

This policy, and the principles contained herein, apply to children when in school but also in other circumstances, such as:

- When travelling to and from school
- When on a school trip
- When representing the school by wearing school uniform.

If behavioural incidents that happen outside of school are reported to the school, we will endeavour to investigate as far as practical. This could mean that a referral to external agencies such as Nottinghamshire Children's Social Care or the police via 101 is made.

### **Legal Duties**

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND. This policy should be supplemented with guidance from the SEND Code of Practice (2015) and other documents which promotes the safeguarding of children, such as Keeping Children Safe in Education (2024).

### **What can school do if behaviour persists or does not improve?**

#### **GAP TEAM REFERRAL**

Nurture planning Solution circles, Behaviour reviews Classroom support Provision planning

**EARLY HELP REFERRAL** Part-time timetable Periods of exclusion / risk of exclusion Disruptive behaviour Challenging behaviour Anti-social behaviour (child)

**EPS CONSULTATION** A solution focused consultation with an Educational Psychologist (EP) Identifying the 'best hopes' Discussions around situations that are 'stuck'

**AT RISK PANEL** A solution focused consultation with a team of leaders from the Partnership, including an Educational Psychologist (EP) Identifying the 'best hopes' Discussions around situations that are 'stuck'

**OFF SITE DIRECTION** A child could be educated at another school or alternative provision setting. This could also include the child splitting time between 2 different locations. This should only be used when it is the best way to support the child's behaviour and prevent suspension.

**MANAGED MOVE** A managed move is a useful strategy that allows a child who is experiencing difficulties in school and who would perhaps benefit from being moved away from any negative or persistent situations to participate in a 'fresh start' elsewhere. It involves a child attending another school for a specified period of time.

## Suspensions and Exclusions

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together in the ways outlined in this policy. On rare occasions, the Headteacher may decide that a formal process should be activated to withdraw a child from:

- Imminent and specific school activities or trips (internal suspension)
- The school temporarily ( a suspension)
- The school permanently (an exclusion)

The decision to suspend or exclude a child is at the discretion of the Headteacher or the Deputy Headteacher in their absence.

We aim to include children in every activity, to make all reasonable adjustments to do so. However, on rare occasions, the Headteacher may judge a child's pattern of behaviour to be unsafe during specific school activities such as team sports or residential visits, or for parts of the school day, such as lunchtimes. We would make this judgement in the weeks and days preceding it, always supporting and expecting behaviour improvement, and communicating with parents and carers. The Headteacher reserves the right to decide on an **internal suspension**, when we withdraw a child from a school activity or a trip, if we feel the risk to the child and others is too great at that time. We may also decide to withdraw a child from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportional and logical. We will explain the reasons for an internal suspension to parents and carers and the child where and when appropriate.

The purposes of a suspension are:

- To signal to all involved an ultimate boundary/ limit to behaviour that can be accepted;
- To signal to all involved the severity of the incident;
- To signal that the child's current behaviour puts them at risk of exclusion;
- To give everyone involved time to think, reflect and gain perspective on what happened;
- To give the school time to improve their plan of support for the child; and
- To act as a 'reset' so that we can work together to improve behaviour afterwards.

**Suspensions** will usually only take place when there is frequent serious negative behaviour which is not improving as a result of the strategies set out in this policy, and/or when the learning, wellbeing and/or safety of others is seriously hindered. Very occasionally, a behaviour incident may be serious enough to warrant an immediate suspension or exclusion in and of itself. Some examples of this are:

- Physical assault against another child or an adult
- Verbal abuse or threatening behaviour against another child or adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by our policy

- Bullying
- Racial abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the suspension will be explained, provision for the child's education will be arranged starting the next school day and the parents, carers and the child will be invited to a reintegration meeting, where criteria will be set down between the Headteacher, the parents/carers and the child in order that they can return to school successfully.

Permanent exclusions are a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting in order for the child to have a fresh start. In all instances, what is best for the child will be at the heart of the decision making process, balanced with the duty of care to other children and members of staff.

Any type of exclusion is made known to our Governors (the Headteacher will inform the Chair of Governors prior to a possible exclusion) and it is recorded on a child's school record. Before and during the process of exclusion, support and advice from the local authority and/ or the Behaviour Support Team may be sought. Parents have the right to appeal against an exclusion.



## Anti-bullying

**We do not tolerate bullying and prejudice of any kind at Peafield Lane Academy.**

**Bullying will be treated very seriously and may result in exclusion.**

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. This might be repeatedly hurting someone or calling them names, or leaving a child out and isolating them repeatedly. It may be prejudiced-based - for example, racist or homophobic - which is not tolerated at PLA.

A useful acronym for children is:

**S T O P!** Bullying is when something is: **Several Times On Purpose**

Preventing and tackling bullying is part of our work to support pupils' social and emotional development. Our monitoring indicates that incidents of bullying are rare at PLA. However, an anti-bullying message and explicit teaching of what bullying is and how to prevent it are essential. Children are taught the difference between friendship issues, unkind behaviour and bullying. They are taught how to speak up if they see bullying, and how to challenge bullying behaviour. We always emphasise 'bullying behaviour' rather than labelling children as 'bullies' because we want children to know they can change for the better.

We understand the devastating and lasting effect being bullied can have on children and we will deal with all incidents equally seriously, quickly and effectively. If bullying has taken place outside school, we will still work decisively with families. We are vigilant of bullying at all times of the school day, but we also need to work with children and families if bullying is going unnoticed. This enables us to deal with it quickly and thoroughly. It is very important that parents and carers listen to their child and contact the school as soon as possible to resolve and prevent bullying. Parents and carers should not speak directly to other parents or children about bullying that they suspect is happening within school. Further advice for parents can be found in Appendix 3.

Cyber-bullying is bullying through the use of communication technology like mobile phones, text messages, e-mails, online game platforms or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about someone on a website, social networking site, game message or blog
- Making or sharing derogatory or embarrassing photos or videos of someone via mobile phone or email.

Like other types of bullying, it is essential that parents and carers work closely with us, alerting us to any instances of cyber-bullying. WE can work together to find out what happened, deal with the incident thoroughly and prevent it from happening again.

The ways in which the school prevents and deals with cyber-bullying are outlined in our E-safety policy.

## **Governors**

It is the responsibility of the Governing Body to monitor exclusions and instances of bullying, racism, sexism and sexual harassment (see part 5 of Keeping Children Safe in Education), homophobia and other discriminatory behaviour against protected characteristics. They will also ensure that this policy is administered fairly and consistently. The Headteacher will report to the Governing Body and meet with the safeguarding link governor on a regular basis, and this policy is revised on an annual basis. The Governing Body is responsible for reviewing and approving the written statement of behaviour principles; reviewing this behaviour policy in conjunction with the Headteacher; monitoring the effectiveness of the policy; and holding the Headteacher to account for its implementation.

There is a Governing Body exclusion panel to review permanent exclusions and the Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors, laid out on p38 of the DfE statutory guidance on suspensions and exclusions.

## **What do we expect from families, parents and carers?**

We place great importance on good communication with families, having 'open doors' and being approachable to celebrate or share concerts together. We ask our parents to use the school email address or to call the school office number. Parents have direct access to class teachers via an online platform: Class Dojo and trust that this high level of access is never abused. To work in the best interest for each child, we have clear expectations of families, parents and carers.

### **How can parents and carers Be Safe, Be Kind, Be Ready to Learn?**

This is not an exhaustive list, but outlines the main ways that parents and carers can follow and support our behaviour policy, help their children to have positive behaviour and therefore put their children in the best position to learn and flourish.

#### **Safe**

Parent and carers should:

- Make sure their children are safe coming to school, for example, when riding a bike or crossing roads. Children from Early Years to Year 4 must always be dropped off and collected from classrooms.
- Make sure their children follow our rules when they are with you in the school grounds or on a school trip.
- Ensure their children have the right PE kit to do sport safely.
- Ensure children's outdoor shoes enable running, jumping and climbing on the playground.
- Ensure they keep their children safe on the internet and mobile devices, seeking help and support from school if needed.
- Monitor screen time; try to avoid screens in bedrooms and safeguard against violence or scary/upsetting scenes on screen.

Talk to school adults if they are concerned about their child's safety in any way, so that we can work together.

#### **Kind**

Parent and carers should:

- Assume that their children are constantly learning from them, so behave in a patient, respectful manner to everyone in our community, being positive role models.
- Speak positively and respectfully about school, staff and other children when at home, and Be Kind to them at school.
- Speak privately with the class teacher if they have any concerns or if they are unhappy with something related to their child's time at school.
- Trust their child, listen to their child...and know that they have a unique perspective which may be amplified, particularly at the end of a long day. Children may just need parents and carers to listen. School staff always want to know if children are unhappy about something at school, and they can often add to this information, providing the 'bigger picture' they have of the whole school and class.

- React calmly and proportionately if your child raises a problem they have at school. This teaches them how to behave when things are difficult. Ask how they think you can solve the problem themselves, with you and/ or with school adults.
- Think about the impact on school staff before emailing, particularly late at night or over weekends. It is usually best to email the office to arrange a meeting or a phone call.
- Remember what we all have in common: that we care about your child and want to see them enjoy and succeed in school.

## Ready to Learn

Parents and carers should:

- Get their children to school on time
- Make sure children have enough sleep and are well-rested
- Ensure their children eat breakfast and drink enough water
- Check their children have their water bottles (clean and with fresh **WATER**) and are dressed for the weather
- Have their book-bag; reading with, and to their child at home is crucial!
- Read the bulletins and talk to their children about what is happening at school
- Have had time to play, talk and relax and home
- Monitor their child's 'screen time' and 'screen use'.

## The Peafield Way

This is how we do it here..... At Peafield Lane Academy high expectations of learning, behaviour and respect for each other underpin everything we do.

### CODE OF CONDUCT (SKR)

Be Safe

Be Kind

Be Ready to learn

#### ADULTS – Visible consistencies; Visible kindness

Greeting and welcoming the children into a calm, ready school and classroom. Gate, classroom door or playground, we will be on time, ready and welcoming.

First attention going to children doing the right thing.

Picking up on children who are not yet ready, kind and/or safe...following through to support them to do better.

Accompanying children at transition points. Expecting, praising and modelling wonderful walking at all times.

Praising in public, reminding in private, as far as possible.

Consistent language and behaviour scripts. Deliberate 'botheredness' and interest to build relationships.

#### Microscript (30-Second Intervention)

I have noticed that you are...(having trouble getting started, wandering around etc.) right now.

At Peafield, we... (refer to the 3 school rules – ready, kind and safe)

Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

See me for 2 (or up to 5) minutes after class/during break.

Do you remember yesterday/last week when you... (refer to previous positive behaviour)?

That is who I need to see today...

Thank you for listening... then give the child some 'take up' time

#### Restorative Questions

5 questions are usually enough from the following:

-  What happened?
-  What were you thinking at the time?
-  What have you thought since?
-  How did this make people feel?
-  Who has been affected?
-  How have they been affected?
-  What should we do to put things right?
-  How can we do things differently in the future?

(Key questions in bold)



### OUR VALUES

CITIZENSHIP

ASPIRATION

RESPONSIBILITY

EXCELLENCE

#### Stepped sanctions

- 1.Nudge (Nonverbal cues)
- 2.Reminder (SKR privately)
- 3.Warning (Outlining behaviour and consequences)
- 4.Time Out (Cool off elsewhere)
- 5.Repair (Restorative conversation)

### Relentless Routines

\*Wonderful Walking \*Legendary Lining-Up \*Magnificent Manners \*Terrific Transitions \*Good looking, listening, sitting

## **Appendix 2 - Examples of Behaviour Scripts adults will use in 30 second interventions (warning step)**

You need to...(speak to me at the side of the room).

I need to see you...(follow the agreed routine).

I expect...(to see your table immaculately tidy in the next two minutes).

I know you will...(help xxx to clean the pen off her face).

Thank you for ...(letting go of my arm, let's walk and talk).

I've heard what you said, now you must...(move to your work station).

We will...(have a better day tomorrow).

Do you remember when you...(did something brilliantly)...that's the Kay I need now.

I am not leaving...you can do this. You are going to be brilliant.

Jack, it's not like you to...

What are the poor choices you could correct now?

## **Appendix 3 - Anti-Bullying - Advice for Parents/ Carers**

If you think your child is being bullied: This may include cyberbullying, prejudice-based and discriminatory bullying, and online harms whether inside or out outside of the school environment, including on social netwoSKR.

Cyberbullying is: (Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person)

Prejudice-based and discriminatory bullying: Prejudice-based and discriminatory bullying (also known as Identity-based bullying or bias bullying) refers to any form of bullying related to the characteristics considered unique to a child's identity, such as their race, religion, sexual orientation or physical appearance.

What should I do as parent?

- Take time to listen to your child; stay calm and acknowledge how they are feeling.
- Explain that all bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails, texts or cyberbullying.
- If appropriate, ask them if they think it is bullying or unkindness (the latter of which will also be managed at school). Is it several times on purpose?
- Encourage your child to talk to their teacher or someone at school. If they are reluctant, reassure them that this is something that adults at school need to know because it is their job to keep the children safe and happy.
- Never intervene with other children or parents, but let the school know, including the class teacher (in person, by phone, or email - not via Dojo messaging) and Headteacher. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again.

- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers what action will be taken.
- If you are not satisfied with the response you receive and any action taken, you should contact the class teacher or the Headteacher with your concerns.
- You can call or use the website of one of the organisations dedicated to supporting parents and carers with bullying. They will give you independent advice and support. For example, Parentline Plus (0800 8002222) or the Parents Anti-Bullying Helpline (08451 205204).

### **What to do if your child is bullying someone else**

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children bully others. Sometimes it's because they are copying someone else's behaviour at school or elsewhere, being encouraged to bully, or that they have been the target of bullying themselves. It may be hard to spot, although one sign could be that they come home with toys, food and other belongings that you know aren't theirs. Children who bully others may also suffer from long-lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away.

You should:

- Talk with your child and explain why bullying is wrong.
- Make an appointment with the class teacher to talk about how the bullying can be dealt with.
- Keep all evidence of online bullying

