ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Behaviour and Anti-Bullying Policy 2023-24

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Responsible for this policy	Mr Coffield

"To nurture and inspire our children to develop a love of learning in a supportive Christian community, and become the best they can be."

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1.Policy Aims

Our intent for this policy is for all staff to help all children:

"Be safe, be ready, be respectful."

Children will **be safe** in their choices and actions, considering and reflecting on how others may be affected.
Children will **be ready** to learn, listen, and fully participate in and engage with a broad, enriching curriculum and the school's values.
Children will **be respectful** of each other, themselves, their environment, and the adults who help them.

We will do this through a **restorative approach** which enables children to grow as self-aware learners and members of our community. The approach ensures the pupils in our school are capable of regulating their own behaviour, reflecting on their actions, and taking pride in creating an environment where they are empathetic to one another's needs, and resolve differences through increased emotional literacy and a rights-respecting culture.

Everyone at St Michael's C of E Primary School has the **right** to feel welcome, secure and happy in a positive environment. Only if this is the case will all members of the school community be able to achieve their maximum potential. It is everyone's **responsibility** to promote good behaviour and this policy contains guidelines to support this ethos.

2.The Restorative Approach

The restorative approach at St Michael's fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging the children in a process which separates the child from their behaviour, allowing participants to make amends for the harm caused. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community.
Our restorative framework will:
- improve behaviour and attitudes
- provide children and staff with explicit tools and a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- improve relationships and establish right, accountabilities, and responsibilities to the school community;
- provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues

3. The Rights of the Child

At St Michael's, we believe that a restorative approach fosters engagement with and knowledge of The UN Convention on the Rights of the Child (UNCRC) . It is important that our children know their rights, and how their actions can impact the rights of others. Staff and children are given the tools needed to employ the language of the UNCRC within the restorative framework.

4.Definitions

Restorative Approaches

Restorative approaches are used as part of our day-to-day practice at St Michael's to model and promote the school's approach to behaviour. This can include, but is not limited to:

- Daily check ins/ check outs – a question for the whole class to reflect on at the beginning and end of the day to develop social communication skills, build community and encourage children to think about how they can change their behaviour
- Circle time – developed through our PSHE curriculum and a chance to facilitate a restorative conversation with the whole class
- Mood boards/ Zones of Regulation – opportunities for children to develop their emotional literacy on a whole class level or as targeted one-to-one support

Restorative Chats

A restorative chat is where an adult speaks to the child or children in question, asking key questions to help them unpick what led to an incident, and what could be done to make it right. The focus is not just on 'saying sorry' and assigning blame, but on ensuring all participants want to actively resolve the situation, work out if there is anything they should take responsibility for, and improve things going forward.

Reflective Conversations and Reflection Sheets

A reflective conversation is a valuable tool to help children spend time working through how an incident or series of incidents happened, giving them space to understand their feelings and choices. These are done with age-appropriate guidance and discussed with a member of the Senior Leadership Team (SLT). Sometimes, a reflection sheet may be used to aid the child in putting down their feelings, and scribing will be used where necessary.

CPOMS

CPOMS is a secure digital platform where all safeguarding and behaviour concerns are confidentially recorded. It enables all staff to log incidents, and SLT to view relevant incidents in order to inform their decisions about the welfare of the children.

5.Rewards and Sanctions

House Points and 'Star of the Week'

At St Michael's, we use a house point system on ClassDojo to reward positive behavioural choices that go above and beyond our expectations, or for marked improvement in a child's behavior. These can also be awarded for children clearly demonstrating our school values of Koinonia, Friendship, Forgiveness, Endurance, or Creation. Each class takes an individual approach to rewarding their 'star of the week'.

Restorative Sanctions

While the focus of the restorative approach is on building relationships between all stakeholders in a school, there are times when sanctions are appropriate. These should be productive, and focused on ensuring children involved are either reflecting on their actions, or catching up on missed learning due to previous disruption. This includes:

- A positive verbal reminder of expectations linked to school code of conduct – Be Ready, Be Safe, Be Respectful
- Reflection time to consider actions and consequences (this could happen during break or lunch time as part of a sanction)
- A restorative chat with the class teacher
- Referral to SLT a for restorative chat
- Meeting with the family to discuss barriers and solutions to behaviour choices following 5 CPOMs reports within the space of one half-term.
- In exceptional circumstances, a behaviour contract put in place

The process for managing behavior and implementing sanctions can be found in Appendix 1.

Consistent Use of Language

Establishing a shared vocabulary is a key aspect of the restorative approach to behaviour. Reminders about children's behavior are framed positively, re-directing the child towards positive actions and praising improvement.

Restorative chats should follow the same set of key questions:

- What happened?
- What were you thinking/feeling at the time?
- What are thinking/feeling now?
- Is there anything you need to take responsibility for?
- How do we make this right?
- What different choices could be made next time?

St Michael's is committed to upholding the Rights-Respecting Charter and the language we use to talk to children about their behaviour reflects this.

See Appendix 2 for examples of this vocabulary.

Whole-Class, Complex or Ongoing Issues

While all of our practice is rooted in the restorative framework, we recognise that sometimes a bespoke approach may be needed for a particular child, children, or incident. Sometimes, issues may arise which the whole class may need to discuss or reflect on in order to ensure everyone is being safe, ready, and respectful. This may happen outside of learning time to ensure the curriculum is not impacted. This policy is not intended to be exhaustive and staff are entitled to use their professional judgement when implementing strategies to ensure our high expectations of conduct are being met. Rather, this policy presents the core elements from which positive behavioural choices can be promoted school-wide. Children with special educational needs or disabilities may require an individual support plan to be put in place.

For further information on how St Michael's defines misbehaviour and serious misbehaviour, please see Appendix 3.

Early Years and Foundation Stage

We recognize that children in EYFS may still be developing towards the point where they can fully begin to engage with the restorative approach as written here. In order to progress them towards this point,

staff help them to identify and begin to manage their feelings (and what actions they can take when they are feeling negative emotions). Age-appropriate language is used so that children can begin to understand that their choices can have positive and negative effects on others.

6. Roles and Responsibilities

The Role of the Pupils

The pupils are at the heart of all we do, and once they have had the restorative approach explained to them, and modelled for them, we expect them to engage with the process and core aims. In particular, older children will be trained as peer mentors to start managing restorative chats among themselves and for younger children in the school.

The role of the Parents and Carers

Children grow best when the school and the parenting body are working in harmony to promote everyone being safe, ready, and respectful. The school will support parents and carers to achieve this by offering information on the aims and language of the restorative approach. Parents are expected to support their child in helping to create a positive school environment, discuss any behavioural concerns with the class teacher promptly, and inform the school of any circumstances that may affect their child's behaviour.

The role of the Staff

It is the staffing body's responsibility to implement the behaviour policy and its language consistently, and be proactive in seeking guidance and support from SLT when it is needed. They must model positive behaviour at all times, and be aware of the needs of individual pupils. They must record all behavior incidences of the appropriate severity or frequency on CPOMS.

The role of Head of School and the Senior Leadership Team

It is the responsibility of the school's SLT to be exemplars of outstanding practice for their colleagues, to provide the staff with training on managing and improving behaviour, and to support the staff in implementing this policy. SLT are responsible for reviewing reflection sheets with the children, supporting staff with implementing sanctions for more serious incidents and informing parents where necessary.

The role of the Governors and Executive Head

The governors' role is to set the general standards of behavior deemed acceptable at the school, review and approve the behavior policy in conjunction with SLT, and monitor its effectiveness, and provide accountability for the staff of the school.

7.Responding to Behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the restorative chat questions and school behaviour aims
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting, modelling, and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Following the school policy for using restorative approaches for dealing with low-level behaviours
    - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

7.3 Physical Restraint and Exclusion
In some circumstances, staff may use reasonable force to physically restrain a pupil in order to ensure the pupil's own safety, the safety of other members of the school community, or prevent property damage. This is a last resort, and is done using the minimum amount of force for the minimum amount of time possible. Key members of staff have positive handling training.
In extreme cases of unacceptable behaviour, it may be necessary to implement (at the Head of School's discretion) a fixed-term or permanent exclusion from school.

7.4 Confiscation, searches, screening
Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation
Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil
Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head of School or SLT who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf.”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation
- Contact the pupil’s parents

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including desks and bags. A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items identified in the school rules (see Appendix 2).

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should **advocate** for pupil wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

7.4 Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.5 Malicious Allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7.6 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy, appendix 5 for more information.

8.Child on Child Abuse and Bullying

Child on Child Abuse
This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children both on and offline . It is essential that all staff understand the importance of challenging inappropriate behaviours between children. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is our first priority.

Bullying
Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual ‘Anti-bullying Week’ is held to further raise awareness. E-safety is an

important part of the curriculum and taught throughout the year. Information for parents is included in newsletters and on the school's website. Online safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to Bullying

All cases of alleged bullying should be reported to the Head of School or SLT via CPOMs. In any case of alleged bullying, either the class teacher, the Head of School, or a member of SLT should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. The member of staff will establish a timeline of events as part of this process.

If the allegation of bullying is upheld, the Head of School or members of SLT will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), take responsibility and work towards a solution to start to repair the harm caused to the victim(s). Both parties should be clear that a repeat of these behaviours are not acceptable. All actions taken are recorded on CPOMs. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Responding to Prejudicial or Discriminatory Bullying

When bullying has occurred as a result of prejudice or discrimination based on protected characteristics (defined as race, faith, gender definition or lack thereof, sexual orientation, or disability on page 11), extensive support will be made available to the victim, using a mixture of individual and whole-class approaches. This may include immediate reassurance and support, longer-term counselling, and ongoing engagement with parents/carers.

Perpetrators of bullying based on the aforementioned characteristics are made aware of the seriousness of this conduct, and are supported to change their behaviour. Should a change not occur, further sanctions and strategies will be applied. This may include fixed-term or permanent exclusion when deemed appropriate by the Executive Head Teacher. Parents/carers of both perpetrators and victims are kept fully informed during the process.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

All concerns will be recorded on CPOMs. For more detail around signs of all forms of abuse, please refer to our child protection and safeguarding policy.

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Use of Restorative Justice and Restorative Approaches will also form part of continuing professional development.

12.Linked Policies

- Safeguarding and Child Protection Policy
- SRE Curriculum Policy
- SEND Policy
- Anti-Racist Policy
- Exclusion Policy
- Anti-Bullying Policy

13.Legislation and Statutory Requirements

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools

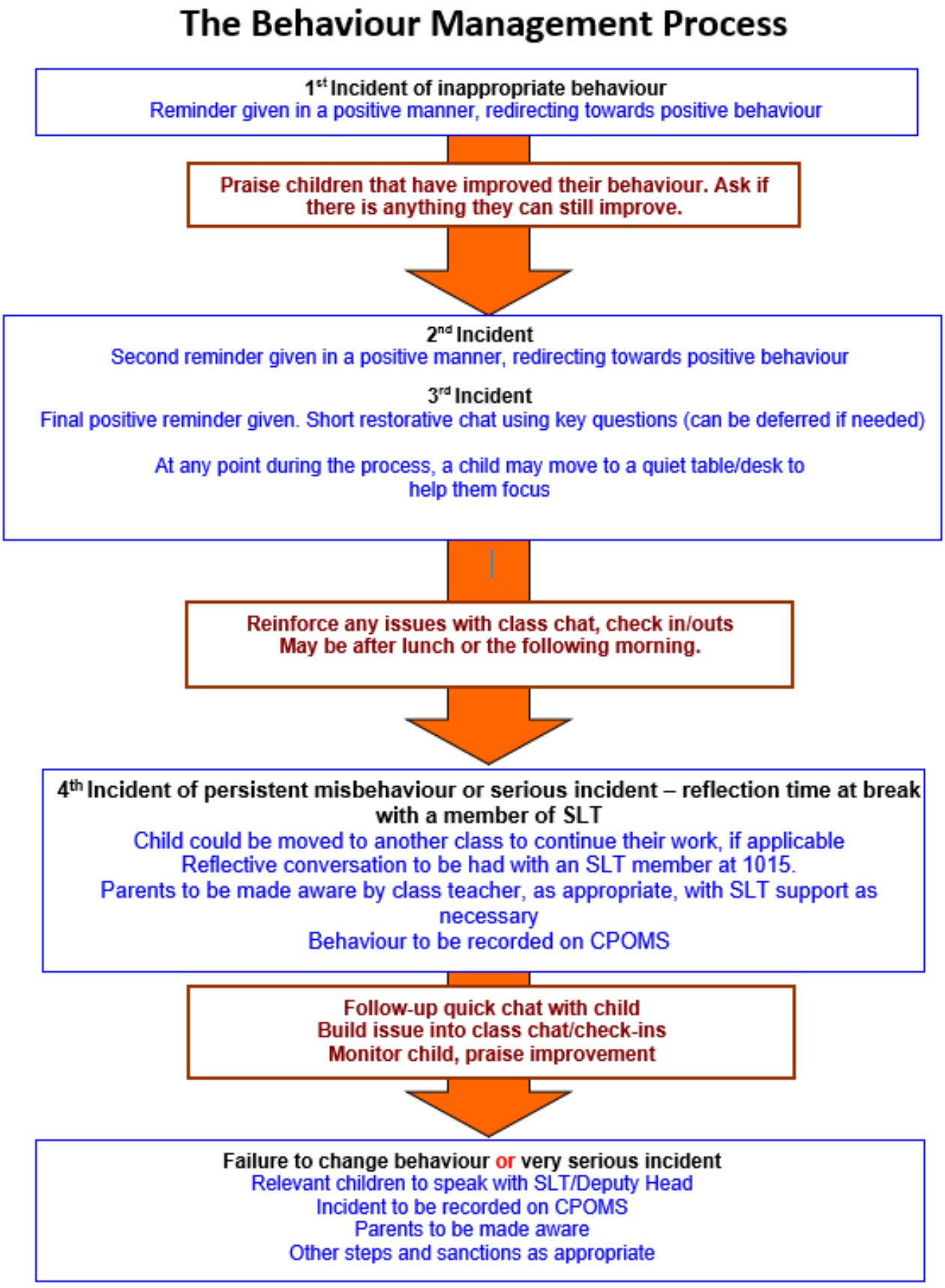
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendix 1:


The Behaviour Management Process
1st Incident of inappropriate behaviour
Reminder given in a positive manner, redirecting towards positive behaviour
Praise children that have improved their behaviour. Ask if there is anything they can still improve.
2nd Incident
Second reminder given in a positive manner, redirecting towards positive behaviour
3rd Incident
Final positive reminder given. Short restorative chat using key questions (can be deferred if needed)
At any point during the process, a child may move to a quiet table/desk to help them focus
Reinforce any issues with class chat, check in/outs
May be after lunch or the following morning.
4th Incident of persistent misbehaviour or serious incident – reflection time at break with a member of SLT
Child could be moved to another class to continue their work, if applicable
Reflective conversation to be had with an SLT member at 1015.
Parents to be made aware by class teacher, as appropriate, with SLT support as necessary
Behaviour to be recorded on CPOMS
Follow-up quick chat with child
Build issue into class chat/check-ins
Monitor child, praise improvement
Failure to change behaviour or very serious incident
Relevant children to speak with SLT/Deputy Head
Incident to be recorded on CPOMS
Parents to be made aware
Other steps and sanctions as appropriate

Appendix 2: Rights-Respecting Language Around School

"We should all feel safe at all times."

"Everybody has the right to play."

"In this school, we all show respect for one another."

"We respect other people's differences."

"We keep our hands and legs to ourselves."

"We respect other people's thoughts, ideas and opinions."

"Are you respecting the right of others to learn?"

"We show kindness and understanding towards others."

"Running on the corridor is not keeping you or other children safe."

"What do you think should happen now?"

"Please tell me how he/she would feel if you behave like that towards them?"

"Respect people's privacy and personal space."

"Accept that when a child says NO, they mean no."

"Every child has the right to an education and you are stopping other children from learning."

"Treat others as you wish to be treated."

PLAY - "It would be really kind if you could include…"

"Listen calmly and respectfully to one another."

USING RIGHTS IN A POSITIVE WAY

"Well done for walking so sensibly. You are helping to keep everyone safe."

Children working collaboratively – " You are helping to teach each other."

"You have expressed you opinion very clearly."

"I really value your opinion but does anyone think differently?"

Appendix 3: Examples of Misbehaviour and Serious Misbehaviour

Low level	Moderate level	Serious level
Fidgeting/fiddling Telling tales Dropping litter Being noisy Failing to keep on task Walking around the classroom when they should be working One off unkind or rude remarks Time wasting Not handing in mobile phones Not having the correct uniform No PE kit Running in corridors Pushing in line Borrowing without permission Leaving the work area untidy Poor sportsmanship Not looking after school or others' property	Consistently shouting out Disregarding adults Distracting others Walking out of class Coming unprepared for work (continuously) Interfering with children's property Disregarding adults Threatening/aggressive behaviour Refusal to co-operate Minor vandalism/graffiti e.g. drawing on a desk Outside of school – bringing the school into disrepute One off swearing Spitting	Repeated breaches of the school rules Any form of bullying (including cyber bullying) Stealing Serious assault Sexual violence, including intentional sexual touching without consent Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content Racist, sexist, homophobic or discriminatory behaviour Possession of any prohibited items. These are: knives or weapons, alcohol, tobacco, illegal drugs, stolen items, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) Throwing/kicking furniture or equipment

		Vandalism eg: extreme damage to school property Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical to either pupils or adults Leaving school without permission Sexualised behaviour or language School refusal Misusing a mobile phone ie: taking video or footage of pupils or staff
Two reminders framed positively redirecting the child's behaviour. **Two reminders should be given before a third and final, which will result in child being moved to the reflection table in classroom. At the end of lesson, child and teacher to have a restorative chat about what occurred and how to move forward,** **If behaviour continues after final warning and chat, this will result in a lunchtime reflection time and meeting with member of SLT.**	**Any incidents that impact on learning or being disrespectful to their peer or adults will result in a lunchtime reflection time and meeting with member of SLT during lunch** **Incidents are recorded on CPOMs.** **Five incidents recorded on CPOMs across a half term result in parents being contacted.**	**Reflection time and meeting with member of SLT during lunch** **Incidents are recorded on CPOMs** **Parents are informed.** **Appropriate Restorative sanction put in place by SLT/**

Appendix 4: Anti-Bullying Policy

At St Michael's C of E Primary School, we believe that everyone has the right to feel safe, secure, and respected within a caring, Christian environment regardless of individual characteristics such as gender, sexuality, race, disability or social circumstance. As a community we are committed to living, working and growing together as a family. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative and restorative strategies for both children and adults and to outline the consequences for those who transgress. It is acknowledged that such conduct, or talk, may sometimes occur through a lack of knowledge or understanding particularly on the part of young children. If this is thought to be the case, the opportunity to educate rather than punish will be taken.
The school works hard to ensure that the school community (pupils, staff, and parents/carers) know the difference between bullying and "falling out" and recognises that not every playground or classroom incident necessarily constitutes bullying.

Definition

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual or group either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

At St Michael's C of E Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies PSHE lessons and group discussions with SLT. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks, or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home
- circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual orientation bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)

- Gender based bullying, including transphobic bullying

All staff are responsible for following this policy.
The whole school community should be assured that action will be followed through if bullying is found to be occurring. A clear and precise account of relevant incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and actions taken. Bullying will not be tolerated and will always be taken seriously.
The SLT (Senior Leadership Team) and governors will be responsible for monitoring and reviewing this policy.

The School's Senior Leadership Team will:

- Monitor the implementation of this policy on a regular basis.
- Ensure staff promote positive relationships between pupils to help prevent bullying.
- Seek to learn from good anti-bullying practice elsewhere
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community

Staff will:

- Ensure pupils are aware that everyone has the right to feel safe at school by following the school behaviour policy.
- Create and support an inclusive environment
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Ensure pupils are aware how to report any bullying concerns and that they will be dealt with sensitively and effectively.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Recognise that some pupils may be more vulnerable to bullying and its impact than others; this may include children with SEND or those with long-term medical needs, enabling the school to develop effective prevention strategies in conjunction with the SEND team and school art therapist, providing appropriate support, if required.
- Openly discuss with pupils, differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance-related difference.
- Challenge practice and language that does not uphold the school values.
- Teach and encourage pupils to use technology, especially mobile phones, ipads and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Actively create "safe spaces" for vulnerable children and young people.
- Encourage children and parents/carers to report suspected bullying immediately to a member of staff.
- Ensure children are made aware that they have a responsibility to report bullying that they see happening to others.
- Communicate with and involve parents at the earliest opportunity.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, even when they are not on school premises; for example, when using school transport or online, etc.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Deal promptly with complaints made against the school's response to bullying, in line with the school's complaints policy.
- Celebrate pupils' successes and achievements to promote and build a positive school ethos.

Bullying and the Curriculum

- Through PSHE (Personal, Social, Health and Emotional) and well-being education, children are taught how to keep themselves safe, to understand the dynamics of friendships. Lessons help children to identify feelings and teach them about the social and emotional aspects of learning. We aim for children to feel empowered to talk about how they are feeling and be able to empathise with others.
- Children are encouraged to have a voice and share their thoughts and ask questions. Through PSHE, RSE, and RE children learn about differences and similarities between religions and cultures, developing their critical thinking skills, furthering their understanding of rreligions, different cultural heritages, and the world they live in.
- The diversity of children and families is celebrated, discussed, and respected through lessons, assemblies, visits and visitors, special events and curriculum weeks e.g. book week and International week.
- Assemblies are varied and thought-provoking and encourage children to challenge their thinking.
- Staff run interventions to support children develop social skills and develop emotional literacy skills.
- Pupils are educated about online safety and cyber-bullying through a variety of means such as through PSHE and through the computing curriculum and assemblies. Staff have training about online safety and information is available for parents via the school website. Parents are invited annually to attend talks on online safety.

Cyberbullying

- When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems.
  - identifying and interviewing possible witnesses.
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools' powers are used proportionately and lawfully)
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply
  - providing advice on blocking or removing people from contact lists
  - helping those involved to think carefully about what private information they may have in the public domain.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing pastoral support.
- Ensuring there is a close partnership with parents in dealing with any incidents of bullying
- Offering an immediate opportunity to discuss the experience in the first instance with their teacher. Where necessary this could also be the Phase leader, a member of SLT, or a member of staff of their choice.
- Working with them towards restoring self-esteem and confidence.
- Being provided with ongoing support as necessary (this may include working and speaking with staff, offering counselling, and engaging with parents and carers. Where necessary, the school will work with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help, Families First or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

Pupil/s who have perpetrated bullying:

- Will be given opportunities to discuss what happened, establishing the concern and talking through the need to change their actions
- Will have their parents/carers informed and involved in helping change the attitude and behaviour of the child. This will involve exploring possible causes/triggers that have affected the child and have caused bullying to take place.
- will be provided with appropriate education and support regarding their behaviour or actions.

Where necessary the school will work with a designated person, the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Families First, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

Impact

- Governors, staff, pupils and parents will know what the school policy is on bullying and follow it if an incident is reported.
- Pupils and parents will be assured that they will be supported when a bullying incident is reported.
- The whole school community will know that bullying will not be tolerated at our school