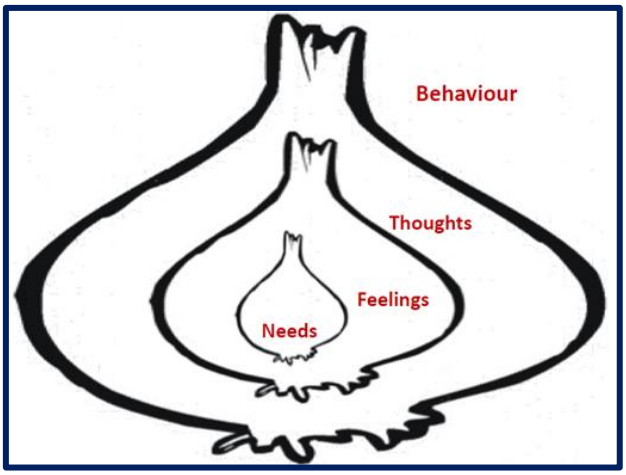
Behavioural Support Policy
(Including Anti-Bullying Policy)

1. Rationale

At Holbeach Primary School, we recognise that, in order to be successful at school, all children need to feel safe, secure and understood. To achieve this they need to develop secure relationships with safe adults which will enable them to feel positive about who they are.

We believe that this Behaviour Support Policy is a **trauma informed** policy and that as a trauma informed school we will be able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to their learning. We also believe that every child and adult in the school will benefit from our **Relational Approach.**

We believe that **behaviour is a form of communication** and that not all behaviours are a matter of choice. Above all, we seek to understand the **underlying need** that children's behaviour is attempting to communicate to us. We do this by peeling back the behaviour and thinking about the thoughts, feelings and needs that are driving the behaviour.



We also recognise that most children can self-regulate their behaviour, behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children as well as support the children who may not behave appropriately sometimes to manage their behaviour positively.

We know that there is a lot of research that has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. In addition, positive teacher student relationships have been shown to be central to the well-being of both students and teachers.

We therefore believe that a behaviour support policy will work best if it is built around the development of robust and caring relationships between adults and children and a clarity of process.

2. The Staff

We recognise that it is the adults who are working in the school who set the standards and expectations. The staff have all signed a code of conduct agreement and have a specific relational agreement in place which outlines how staff will be with one another.

With specific reference to the children, we require all of our staff to:

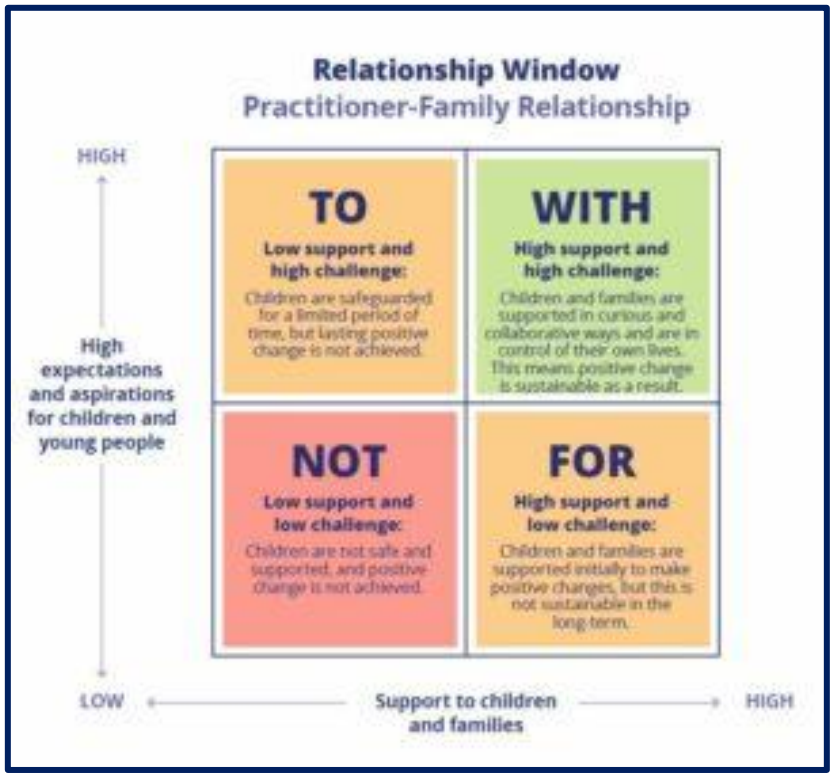
a) Be aware of their own state of wellbeing and to reflect on their own behaviour
b) Model appropriate management and regulation of their own feelings and emotions
c) Convey calmness and show self-control in any situation
d) Be courteous to everybody involved in any situation
e) Recognise and praise the positive behaviour that has been exhibited
f) Show fairness when sorting out problems by listening carefully, talking the problem through with the child and explaining the reasons for the decisions made
g) Use restorative approaches to disagreements (i.e. ensuring that all children have the time to talk about the incident, explain their views, feelings and ensuring reparation).

As part of their induction to working at Holbeach Primary School, all staff are required to read this policy and receive training around the procedures followed in the classroom, around the school and in the playground.

During the first INSET day in September each year, the policy is reviewed with all staff to ensure that there is a consistent approach.

3. The Approach

At Holbeach Primary School, our approach to Behavioural support strives to combine high levels of expectations/aspirations for the children with high levels of support for them and their families. We recognise that Relational and Restorative Practice is a “way of being” where the focus is always on building strong, meaningful, trusting and respectful ‘relationships’, and repairing these relationships when difficulties or harm arises. We aspire to work “with” the children rather than do things “to” them or “for” them or (worst of all) neglect them by not having either high aspirations or high support.



Our procedures for this approach to Behavioural support can be separated into these four main areas:

a) Building Relationships & Creating a Class Agreement
b) Encouraging wanted behaviour & Responding to unwanted behaviour
c) Supporting change & managing consequences
d) Repairing relationships & being restorative (after any conflict)

a) Building Relationships and Creating a Class Agreement

Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. It is also through positive relationships that children are able to learn.

Developing relationships is all about the building of security. Therefore, in order to develop strong relationships with their pupils, **all of the adults in the school** are committed to providing this universal approach for all of the children:

Protection • A class agreement that is created with the children at start of year and revisited often with them • Regular reminders of the class agreement with expectations of the children reinforced at every opportunity • Risk assessment of classroom and specific events • Visual daily timetable used • Ensure that the classroom environment is well organised, tidy and supports learning and positive behaviour. • Use of predictable, open and non-threatening body language and voice • Sensory thought given to classroom environment • A clear, calm routine for transitions is taught	**Connection** • All lessons include some collaborative work (paired talk, group work) • Adults use attuning tones, facial expressions and body language, • Songs and games are a timetabled part of the school week • Children are given special jobs or responsibilities in classroom • Circle time and PSHE are explicitly taught • Adults seek to stimulate shared joy and joint laughter. • Adults will find out what each child is interested in
Understanding • Adults are curious about the children's lives (both inside and outside of school) • Adults see all behaviour as a form of communication and try to understand what is being communicated • Change (such as transitions) will be prepared for and carefully managed. • Work is set at a level that the child is capable of achieving at • Adults seek to co-regulate a child when they are dysregulated or in crisis • Tactically ignoring behaviour that is aimed at gaining attention/notoriety • Using visual strategies to support children who have difficulty with their language.	**Care** • Adults anticipate any individual needs (e.g. PE Kits) that children are likely to have and problem solve with the child. • Adults provide children with food and drink if they are hungry or thirsty • Adults support children them with any minor first aid situations • Regular (non-verbal) check ins for pupils • Holding them in mind and telling them that you have done this (I was thinking of you at the weekend when…) • Transitional objects are allowed if agreed in advance • Using verbal praise of positive behaviour to focus minds on the positive.

Staff are encouraged to reflect on their everyday interactions with the children and to ensure that these interactions promote a clam and supportive learning environment. We believe that this is achieved by the adults having in mind the SEA acronym whenever they are interacting with children:

S – Safety Cues – facial expression, tone of voice, body language
E – Empathy – be curious and understanding
A – Agreements – remind children of agreements and expectations

Children also benefit from a clarity around boundaries and expectations. Therefore, at the beginning of every academic year, each class teacher works with the children to establish a **'class agreement'** that will detail how the children will behave.

Class Agreements are best established through a collaborative process with adults and children. They should be seen as the protection of children's fundamental human rights and should support the children to have a shared understanding of their roles and responsibilities. They should be few in number and as simple as possible. They should be phrased positively and clearly communicated. They should be regularly referred to (revisited and amended accordingly).

This 'class agreement' is displayed in the classroom and on the class blog for the rest of the academic year and a written version is sent home for the parents to keep.

Although class agreements will differ in style and content from one another, common themes will emerge and be aligned to the expectations for children's behaviour in around the school.

The expectations for behaviour in the playground at playtime and lunchtime are also the same and can be broadly identified as:

- Children should play in a way that is safe for all
- Children should behave in a way that does not disturb others from learning
- Children should treat others with politeness and respect and resolve any differences in a calm and polite manner
- Children should follow adult instructions in a timely manner
- Children should treat the school building and resources carefully and with respect

b) <u>Encouraging wanted behaviour & Responding to unwanted behaviour</u>

Encouraging wanted behaviour

Throughout the year, staff will encourage the behaviour that they want to see by giving positive recognition to those children who are behaving well and by establishing helpful routines in the classroom (e.g. an embellished count down in order to get the class ready for "Listening") and teaching (and re-teaching) the small elements of each routine throughout the year.

Staff try to 'catch' the children who are demonstrating the wanted behaviour and provide a clear description of this (e.g. "I can see - - - sitting with his legs crossed and arms folded") so that any notoriety for pupils is gained for positive actions rather than negative actions. It should be noted that the school believes that explicit praise should be given for good behaviour and learning but that <u>this does not include the giving out of stickers or other material rewards</u>.

Where possible, staff will also communicate the positive recognition to the child's parent(s) either at the start/end of the school day or by text (using the school's Management Information System), by phone call or by sending home a note.

Responding to unwanted behaviour

When responding to a child who is not behaving in line with the class agreement, staff members will look to implement the SEA (Safety, Empathy, Agreement) approach. This means that they will:

- Be mindful of their facial expression, voice tonality and body language.

- Get alongside the individual and avoid power battles and ultimatums.
- Remain focused on the primary behaviour and not get caught up in secondary behaviour.
- Reduce the amount of language that they use (only giving short clear directions and avoiding questions and choices).

At all times, the over-riding aim for the member of staff is to **re-focus the child on the learning and keep them in the classroom**. Consequences for the child's behaviour are always best actioned at the next available playtime.

Staff responses will follow this "escalation process":

- **Non-Verbal Reminder:** Adult will use body language, facial expressions and body position to try to make the child aware that they are not behaving appropriately.
- **Verbal Reminder**: Child receives a verbal reminder from the adult (possibly in private) with a reference to the Class Agreement.
- **Second Verbal Reminder**: Child receives another verbal reminder from the adult (possibly in private) with an offer of support.
- **Time out in class:** Child is asked to move to a place where they are sitting alone (e.g. a separate table or for younger children a separate chair).
- **Time out in another class:** Child is sent to another class - usually the Phase Leaders class or Year Group Partners class - for a set amount of time (with work they can manage unaided) *
- **Reflection Room:** Child is asked to attend the Reflection Room during the next playtime/lunch time to reflect on their behaviour with a Senior Leader**

* Staff are aware that asking a child to leave the classroom may induce shame and is highly likely to make the situation worse rather than better.

** Children should not be sent to the reflection room to complete unfinished work unless their class teacher is on playground duty.

If the adult has needed to get to either of the last two steps in this process, then the class teacher will inform the child's parent at the end of the school day (either face-to-face or by telephone).

On rare occasions a child may become so dysregulated that they have gone into crisis. Should this happen, the class teacher should either:

- send another member of staff or another pupil to get a member of the Senior Leadership Team or
- ask all the other children to leave the classroom (to keep them safe) and then send another member of staff or another pupil to get a member of the Senior Leadership Team.

However, when children are not in crisis the member of staff should follow the escalation process outlined above and not deviate from it (e.g. leave the classroom with the child and bring them to a Senior Leader).

c) <u>Supporting change & managing consequences</u>

At Holbeach Primary School, we recognise that all actions have consequences (sometimes there are also natural ones) and the staff aim to manage these consequences in a way that supports change in the child's future behaviour.

We think about consequences in terms of being Protective, Developmental, Reparatory and Practical and staff seek to apply the most appropriate consequences to the actions. The table below provides examples of each of these types of consequences:

Protective Consequences • Time out during the lesson in the classroom (e.g. in a safe space / workstation) • Time out during the lesson in another classroom • Time in the Reflection Room at the next playtime • Holding a mid-day meal supervisor's hand for close supervision • Agree a reduced timetable (e.g. morning only) that is monitored and reviewed • Consider/broker a managed move to a different mainstream school • A meeting with the parent to discuss a temporary transfer to an 'alternative provision school' for a fixed term period. • Temporary Suspension or Permanent Exclusion	**Developmental Consequences** • Individual Behavioural Regulation Plan created for a pupil (including movement breaks and other agreements) based on the Zones of Regulation • Restorative Justice Conversation • Parental support • Learning Mentor Support • SEMH support / referral / intervention • Co-Regulation Plan • Adults modelling empathy for pupil
Reparatory Consequences • Whole class discussion / Circle Time • Restorative Justice Conversation • Verbal Apology • Written Apology • Pictorial Apology • 'Community Service' e.g. fixing/cleaning	**Practical Consequences** • Eating lunch in a quieter position/environment • Pupil given specific job to do in the school for a fixed period (e.g. tidy away playground equipment just before end of playtime)

However, certain types of behaviour should be dealt with by a member of Senior Leadership Team along with the class teacher. These are:

a) Name calling of a discriminatory nature (e.g. racist, sexist or homophobic)
b) Bullying – this is where a child has been subjected to verbal or physical abuse by the same child (see anti-bullying policy below)
c) Aggressive physical assault on a child or adult

Incidents like these should be recorded both in the incident book (available in the Reflection Room) and communicated to parents through the following procedure:

a) A warning letter of suspension/exclusion (along with a telephone prompt to expect the letter) is sent to the parents explaining the nature of the incident and asking them to make an appointment to discuss the situation.
b) If a second, similar, incident occurs within the same term a temporary suspension is given (up to five days with work to complete at home).

Where the instance is a "one-off" but is considered either serious or violent a temporary suspension may be given immediately.

Nevertheless, at Holbeach, prevention rather than punishment is always our starting point, and through the use of robust systems for supporting behaviour, we ensure that our pupils are very seldom excluded.

Only the Headteacher can exclude a pupil. In this situation, the following guidelines will be adhered to:

- the exclusion of children on a temporary fixed term basis or during lunchtimes will be reported to the LA using the agreed format and parents will be informed using the agreed letter.
- if a child is subject to an exclusion, the class teacher will be responsible for setting appropriate work for that pupil to be completed during the period of a fixed exclusion.
- the parents of the child and the pupil will be expected to attend a back to school meeting with the Headteacher. This meeting will be considered a fresh start, enabling mutual trust and respect to be restored.

d) <u>Repairing relationships & being restorative (after any conflict)</u>

At Holbeach we recognise that it is important for children to understand that all consequences are time related and that the overall aim of our behaviour policy is to improve behaviour through education.

Therefore, at the end of any of the consequences outlined above the member of staff who addressed the behaviour will speak with the child so that the child is clear what they had done wrong and what they should do differently next time.

Where an incident has involved a conflict/dispute between two or more children a restorative approach will be used to ensure that all children have the time to talk about the incident, explain their views, feelings.

When dealing with any incident involving conflict/dispute, Holbeach staff members will listen carefully to both parties. The Restorative Approach taken at Holbeach requires each child (often separately) to be encouraged to answer these questions:

- What happened?
- What were you thinking then?
- What were you feeling?
- Who else has been affected?
- How are you left feeling now?
- What do you need now?

Then, the facilitating adult will help both parties to share their answers with each other and agree on what needs to be done (e.g. apology, change something). This process helps to repair the relationship, can be empowering for the child and meaningful for those harmed.

Anti-Bullying Policy

1. Introduction

At Holbeach Primary School, we acknowledge that pupils may be bullied in any school or setting, and we recognise that preventing bullying, raising awareness about it and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

2. Aims

Holbeach Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Our aim is that through the creation of an ethos of good behaviour, where children treat one another and the school staff with respect, incidents of bullying are minimised. If bullying does occur, incidents are seen as serious.

This policy outlines what the staff of Holbeach Primary School will do to prevent and tackle all forms of bullying. We believe that children being bullied should be supported and assistance should be given to uphold their right to play and live in a safe environment which allows their healthy development

3. Legislation

This policy is written with reference to DFE advice 'Preventing and tackling bullying' (July 2017) and other supporting documents. It also considers:

- "Keeping Children Safe in Education" (2025)
- "Sexual violence and sexual harassment between children in schools and colleges" (2017)
- 'Cyberbullying: Advice for headteachers and school staff' (November 2014)
- Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

4. Definitions

At Holbeach Primary School, we believe that bullying occurs when someone knowingly and persistently commits an unwelcome act (either verbal or physical) towards an individual or group which causes them distress. We recognise that there are many definitions of bullying but most have three things in common:-

1. It is deliberately hurtful behaviour
2. It is repeated over a period of time
3. It is difficult for those being bullied to defend themselves

Bullying and Harassment can come in many Forms and Types (but is not limited to):

- Verbal abuse (e.g. name-calling, insulting, making offensive remarks, rumour-mongering, homophobic remarks)
- Physical abuse (e.g. hitting, kicking, taking belongings)

- Threatening behaviour
- Written harassment (e.g. insults, jokes, taunts, letters, emails or text messages)
- Cyber bullying (e.g. any form of bullying which takes place online or through smartphones and tablets)
- Vandalism of property
- Indirect abuse (e.g. purposely excluding someone from social groups)
- Refusal to co-operate or work with other pupils
- Victimisation of an individual whether verbally or physically

5. Systems in Place Which Prevent Bullying

At Holbeach Primary School we aim to promote an atmosphere conducive to learning and emotional wellbeing in which all forms of bullying are acknowledged to be unacceptable.

We ensure that:

- There is curriculum coverage of issues around bullying and harassment (e.g. in PSHE lessons).
- Circle time or discussions in whole classes or groups are focused on identifying bullying and how to respond to it.
- There is material in school to create an environment which reinforces the values which underline equal opportunities and promote mutual respect.
- Assemblies cover themes of celebrating diversity and respect for each other.
- An effective School Council is run for pupils to discuss appropriate responses to bullying.
- Class Agreements are displayed and regularly discussed in class.
- The Headteacher and other members of the senior leadership team are “high profile” in school (e.g. in the playground every drop-off and collection time)
- A lot of thought and attention is given to ensuring that there are very few unsupervised areas around the school
- We use behaviour management strategies which are firm but are seen by all to be fair and consistent. (see Behaviour Policy).
- Restorative justice approaches are used to ensure that children have time to talk about the incident, to explain their views and feelings and ensure reparation.
- Children are aware of the School Policy and report any possible bullying incidents to an adult.
- Children are made aware of strategies to prevent bullying and feel confident about voicing their concerns.

6. Responding to Bullying Concerns

When a child or parent/carer reports any incidents of bullying the school will follow this procedure:

- A member of the Senior Leadership Team will Investigate the incident by speaking to the victim and to the (alleged) perpetrator.
- Where appropriate they will speak to any other people involved (e.g. any others who may have witnessed the incident)
- Record the incident in on the school’s designated “Report of Bullying” form (Appendix A). A copy of this form can be found in the Headteacher’s office and on the One Drive).
- Arrange a separate meeting with the family of the victim and the family(ies) of the perpetrator(s)
- Take action in line with the policy (see strategies outlined below).

If bullying occurs between adults or a child and a member of staff the Headteacher or senior member of staff will:-

- ❖ Speak to the child who is being bullied about the incident.
- ❖ Speak to the member of staff.

- ❖ Speak to any witnesses (e.g. the children in the class and other adults working in the classroom)
- ❖ Take action in line with school's safeguarding policy i.e.:
    - Support the victim (child/adult)
    - Support the perpetrator(s) to realize their impact and to change their behaviour
    - Monitor and evaluate the situation
    - Report the allegation to LADO
    - Arrange a separate meeting with the family of the victim and the perpetrator(s)
    - Provide the child being bullied with support and ways to stop bullying should it occur again (e.g. meeting with Learning Mentor, access to ChildLine)

the school's designated "Report of Bullying" form

7. Strategies to Support the Victim

When responding to any concerns of bullying, the school will put in place the following strategies to support the victim:

- Ensure the victim knows that this is being taken very seriously, that they have done the right thing in letting an adult know and that it will be dealt with.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Reassuring the pupil and providing immediate pastoral support.
- Notify all relevant staff to ensure the situation is watched and to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Ask the victim to name a trusted adult who they will go to if there should be any reoccurrence. The school will then organise this.
- Ask the victim to name one or two trusted peers who will help to monitor the situation and support the victim. The school will organise this.
- Check that they feel happy about how the situation has been dealt with.
- Discuss with the victim's parents / carers.
- Set review dates with the victim (and trusted adult or trusted peers) to ensure that there is no follow up action by the bully.
- Providing ongoing support, as appropriate. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers

8. Strategies to Deal with The Bully

When responding to any concerns of bullying, pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern, identifying the behaviours that are not acceptable and the need to change.
- Providing appropriate education and support regarding their behaviour or actions.
- Discussing the impact on the victim.
- Discuss with the perpetrators parents / carers.
- If online, requesting that content be removed and reporting accounts/content to service provider.

In addition, we will apply the appropriate sanctioning, in line with school behaviour/discipline policy. This may include:

- writing letter of apology and making amends
- loss of playtimes
- internal exclusion
- suspension
- exclusion (in cases of severe bullying or if the bullying persists)

Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

We will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

APPENDIX A: Reporting of Bullying Form

Report of Bullying

Name of Student(s) Bullying:	Class:

Name of Victim(s) Bullying:	Class:

Bullying Behaviours (tick all that apply)			
Shoved/Pushed		Writing/Graffiti	
Hit, Kicked, Punched		Told Lies or False Rumours	
Threatened		Staring/Leering	
Stole/Damaged Possessions		Intimidation/Extortion	
Excluded		Demeaning Comments	
Taunting/ridiculing		Inappropriate touching	
Cyber-bullying using: Text messages		Cyber-bullying using: Social Media	

Location(s)		Time(s)	
Classroom		Before School supervised	
Playground		Before School unsupervised	
Toilets		Playtime /	
Corridor		Lunchtime	
Walking to/from school		Lesson time	
Dining hall		Educational Visit	
Educational Visit		After School supervised	
Breakfast Club / After School Club		After School unsupervised	

Description of the incident(s)

How Often have they occurred?		How Long has this been going on for?	
First Time		Less than a week	
Every Couple of Months		1 – 2 weeks	
1 – 2 times a month		3 – 4 weeks	
1 – 2 times a week		1 – 2 half terms	
Evey week		3 – 4 half terms	
Two or three times a week		One year	
Daily		More than one year	
Multiple times each day			

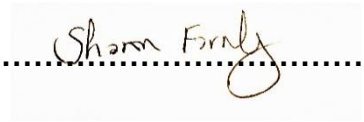
Impact on Victim

Agreed Actions

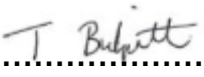
Name:		Signature:	
Name:		Signature:	
Name:		Signature:	
Date:			

Follow Up Information

Behaviour Support Policy
(Including Anti-Bullying Policy)

Signed:  .....

Chair of Governors: *Sharon Farnley* **(please print name)**

Signed:  .....

Headteacher: *Tom Bulpitt* **(please print name)**

Date of Policy: September 2026

Date of Review: September 2027