



Preston Primary School

Relationship, Behaviour, and Anti- Bullying Policy

Rationale

The Preston Primary School Behaviour and Relationship Policy embodies our culture and ethos developed through a Trauma Informed approach. We recognise behaviour as a form of communication and that this language can be a pupil's demonstration of an unmet or specific need. We believe that relationships are at the heart of every interaction and supports the whole school community to include our staff, our pupils, parent(s)/carer(s), and all other agencies working with Preston Primary School.

Preston Primary School is committed to creating an environment where building relationships is at the heart of managing behaviour. The school has three simple behaviour expectations 'Ready, Respectful, and Safe' which can be applied to a variety of situations and are taught and modelled explicitly. This policy needs to be read alongside the Child Protection, Safeguarding, SEND, Equality and Inclusion, and Physical Interventions Policies. We are a Trauma Informed school, and we understand that, for some children, following behaviour expectations are beyond their developmental level. In this case, these children will have bespoke plans that identify their safe adult and the strategies they best respond to.

Our School Aims

We aim to help every child develop the values, skills, and character they need to grow into respectful, confident, and well-rounded citizens of the future.

We nurture and inspire our children by creating happy, engaging, and supportive environments where every child can flourish. Our students leave our school with a lifelong love of learning, ready to thrive as active global citizens and confident contributors to the future workplace. Our School Values underpin all we do.

Aims of the policy

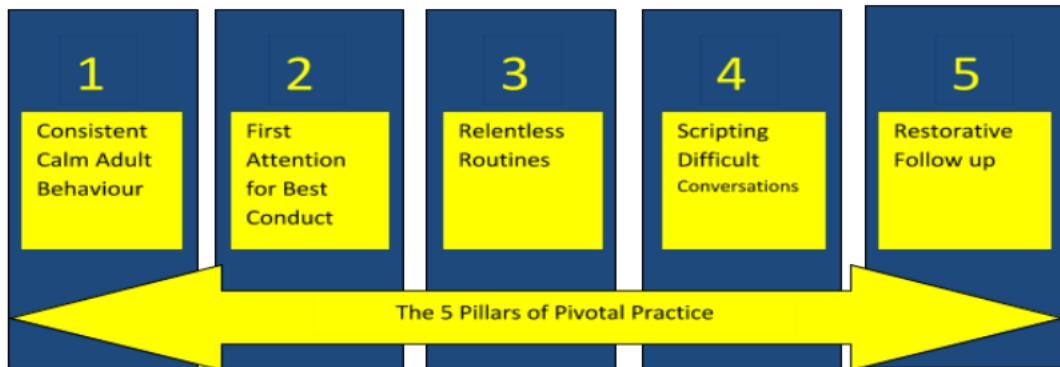
- To create a culture of exceptionally good behaviour: for learning, for community, and for life.
- To ensure that all learners are treated fairly, shown respect, and supported in building good relationships.
- To help learners take control and responsibility for their behaviour and understand that their actions have consequences
- To build a community that values kindness, care, good humour, empathy, and respect.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise and celebrate positive behaviour.
- Promote self-esteem.
- Teach appropriate behaviour through positive interventions.

Our behaviour policy is based on the five pillars of pivotal practice:



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of all adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

1. Meet and greet learners at the beginning and end of the day.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Encourage the use of house points, postcards home, and celebratory phone calls.
5. Be calm and give 'take up time' when using the behaviour model.
6. Follow up on incidents every time and engage in reflective dialogue with learners, retaining ownership of leading pupils from conflict to resolution.
7. Never ignore or walk past learners who are not meeting the schools' behaviour expectations.
8. Regularly share good practice.

All staff are expected to support, guide, model, and show a unified consistency to learners. There may be occasions when teachers or SLT need to take the lead in managing the behaviour model. They may also need to regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be calm and consistent.
- Be just and fair.
- Have a sense of humour.
- Help them feel safe.
- Listen to them.

Recognition and rewards for effort

We celebrate children's efforts in applying our School Values of Respect, Responsibility, Teamwork, Independence, Creativity, and Determination. The children earn these house points when they have demonstrated these School Values in their work, their play, or through their interactions with other members of our school. All members of staff are empowered to look out for examples of behaviour from all children that they come across, that can be rewarded with house points.

Celebration Assembly

At the end of every week, all children in the school are invited to our Celebration Assembly. During this time, the children experience being part of a wider student body and come together to praise and celebrate one another. It is during this time that House Point Certificates are awarded (in increments of 10, 25, 50, 75, and 100 points).

Staff are also able to present celebration cups to children who have made an exceptional effort to demonstrate one or more of our School Values. Children enjoy working towards receiving a cup, which they may take home for the weekend as a special incentive.

Both house points and celebration cups are awarded for behaviour and attitude to learning, not academic aptitude or skill. Other positive rewards include Headteacher phone calls home every Friday and postcards sent home by staff.

Managing Behaviour

Engagement with learning is always our primary aim at Preston Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. On some occasions, it may be necessary for a child to leave their classroom for a short period of time, but any steps taken should always be implemented with care and consideration, taking individual needs into account.

All staff will praise the behaviour we want to see and avoid focusing on negative behaviours. All learners must be given "take-up time" between steps in the behaviour model.

Preston Primary School's Behaviour Model

Learners are held responsible for their behaviour. Staff will address behaviour directly without delegating. They will use the steps in the Behaviour Model to support children in taking responsibility for their behavioural choices. The aim is for learners to remain at Steps 1 and 2 for as long as possible.

Behaviour Model

Steps	Actions
1) Reminder	<p>A reminder of the school expectations (Ready, Respectful, Safe) delivered privately wherever possible. De-escalate where reasonable and possible and keep things calm.</p> <ul style="list-style-type: none"> • <i>"I just wanted to remind you about our school expectations — be ready to learn, be respectful, and be safe."</i> • <i>"Let's take a moment — remember, our school expectations are... [be safe / show respect / focus on learning]."</i> • <i>"If you continue to I will need to ask you to move or change."</i>
2) Redirection	<p>A clear verbal warning delivered privately where possible. Making the learner aware of the school expectations they are breaking.</p> <p>A move or change is supported to help the learner reengage with their learning or play. The learner is supported to make the right choice and to do the right thing. Learners will be reminded of their previous good conduct.</p> <p>Use the phrases 'stop, think, make the right choice.' 'Think carefully about your next choice'.</p> <ul style="list-style-type: none"> • <i>"You are now being moved to/ changing activity etc. because you are continuing to..."</i> • <i>"This is a reminder that right now you're not showing our expectation of being [respectful / ready to learn/safe] but you can turn it around."</i> • <i>"Let's remember what being respectful and ready to learn looks like – I know you can do it."</i> • <i>"If this continues, we will have a reflection discussion and catch up on any missed learning in your own time."</i>
3) Reflection	<p>If the low-level disruption continues, a restorative conversation should take place in the learner's own time, where possible, in addition to the opportunity to catch up on any learning time missed with the class teacher. Speak to the parents at the end of the day.</p> <p>Speak to the child privately and give them a final opportunity to engage. Use the 30 second scripted intervention below.</p> <ol style="list-style-type: none"> 1. <i>I notice you are ... (having trouble getting started, wandering around, not using the equipment safely) right now.</i> 2. <i>At Preston Primary we ... (refer to the 3 school expectations)</i> 3. <i>Because of that you need to... (refer to action to support behaviour e.g. moving to another table, completing learning at another time, stand with me to have a quiet moment to reflect.)</i> 4. <i>See me for 5 minutes after class/during breaktime (not applicable for play times)</i> 5. <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)</i> 6. <i>That is who I need to see today...</i> 7. <i>Thank you for listening.</i> <ul style="list-style-type: none"> • <i>"If this behaviour continues, you will be moved to another classroom to support you in reflecting on your behaviour and to make the right choices."</i> • <i>"If this behaviour continues, you will have to come inside from play time and sit with a teacher. The teacher will have a discussion with you to support you in reflecting on your behaviour and to make the right choices."</i>

4) Reset	<p>Short 'time in' with another class/TA/innovation lounge/calm space. This is time to enable children to calm down, breathe, look at the situation from a different perspective, and compose themselves.</p> <p>A restorative conversation is needed at this stage. 5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • <i>What happened?</i> • <i>What were you thinking at the time?</i> • <i>Who has been affected and how did they feel?</i> • <i>What should we do to put things right?</i> • <i>How can we do things differently in the future?</i>
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Decisions regarding sanctions must be considered, reasonable, and not made on impulse. Where possible, consequences should be implemented on the same day, to encourage a fresh start the following day.

If a child exhibits extreme behaviours (see the Serious Incident section) or they have progressed through the step-by-step model and their behaviours continue, this may escalate to a formal meeting with the child, teacher, SLT, and parents.

Relational Behaviour Plans

Some learners have their own bespoke relational behaviour plans. Adults should refer to these plans for guidance. These plans are written for children who are identified as requiring additional support from an emotional point of view by the whole team around the child. These relational behaviour plans need to be accessed by the child's team, and the strategies and resources should be implemented consistently to support feelings of safety, encourage engagement, and increase success for the child.

Emotional Regulation Safe Spaces

The use of a safe space for a child to calm or to "chill" is not seen as a blanket approach but may form part of a child's relational behaviour plan. These spaces will be used sensitively and appropriately when it is appropriate for an individual to help them regulate intensely felt emotions or to help de-escalate and reduce high risk behaviours presented to a child to themselves or others. These environments should be considered carefully and may include sensory rooms, tents, and pupil specific regulation resources. The use of an isolation room of any type will never be used as a punishment. In all instances of serious incidents, our tracking and recording systems will make it clear why the use of the space was required. For more clarity, please read our Physical Intervention Policy.

Serious Incidents

Depending on the age of the children, serious incidents will be dealt with at the discretion of the school staff. All staff are responsible for intervening and supporting pupils when things have gone

wrong. All serious matters must be referred immediately to the Headteacher, SLT, DSL, or Unit Leaders.

Such incidents could include:

- Physical abuse (such as fighting)
- Verbal Abuse (Swearing, racial, homophobic language)
- Sexual misconduct
- Bullying
- Theft
- Damage to property

On the playground the child should be taken to a teacher, Unit Leader or member of SLT. Serious incidents of behaviour may result in the child's involvement in school activities and representative roles being reviewed.

Internal Suspensions

There may be situations where there is a need for an internal suspension. Rather than being sent home, the child will work in a separate, supervised space where they can continue with their schoolwork. During this time, they will be supported to reflect on their behaviour and develop strategies to help them successfully return to lessons.

Internal suspensions are intended to:

- Reinforce clear behaviour expectations
- Keep pupils learning
- Reduce disruption for other children
- Avoid the risks that can come with being sent home.

Fixed Term Exclusions

Preston Primary School believes that exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others, the Headteacher may decide to issue a fixed term exclusion in order to interrupt a cycle of behaviour. Following a fixed-term exclusion, the pupil and parents meet with the Headteacher to discuss the pupil's reintegration into school and the best way forward to support the child. Each day is a new day, and when a child has transgressed, it is expected that they will be welcomed back and treated without any resentment.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken reasonable steps to avoid exclusion (See Exclusion Regulations). The Governors of Preston Primary School agree, and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupils concerned, or to other pupils at school.

Anti-Bullying

What is bullying?

Bullying involves a deliberately harmful act that is repeated over time. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). In the primary school environment, bullying will typically manifest as:

- Emotional: repeatedly being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching, or any use of violence.
- Racist: racial taunts, gestures.
- Verbal: name-calling, sarcasm, spreading rumours, teasing.
- Cyber: through contact via websites, social media, phones, texts, and photos.

What is not bullying?

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

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

What are possible signs and symptoms?

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

- is frightened of walking to and from school and changes their usual routine/route.
- begins truanting or regularly feeling ill before school.
- becomes withdrawn, anxious, or lacking in confidence.
- suffers sleep deprivation or exhibits unusual eating patterns.

- begins to underperform in school.
- comes home with damaged property or with unexplained cuts and bruises.
- asks for money or starts stealing money or has dinner or other monies continually “lost.”
- becomes aggressive, disruptive, or unreasonable.
- starts swearing or using aggressive language for no apparent reason.
- is bullying other children or siblings.

In the event that one or a number of these symptoms is being regularly evidenced, contact should be made with the school.

What is the role of the teacher and support staff?

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

Strategies we may employ to address bullying

Whole school initiatives and proactive teaching strategies (Jigsaw PSHE lessons) will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- All staff being responsible for ensuring the anti-bullying and behaviour policies are setting the school climate of mutual support and praise for success, so making bullying less likely.
- Working with the school core values, particularly the value of respect.
- Involving the children with work relating to this policy including ensuring that bullying is reflected in the school codes and classroom rights.
- Discussion of bullying and its occurrence with the School Council.
- Awareness raising through regular anti-bullying themed assemblies.
- Using PSHE materials throughout the school.
- ELSA (Emotional Literacy Support Assistants) who support children individually or in groups with friendships, emotions, and self-esteem, as well as other areas.
- Individualised support.
- Use of the Safeguarding Policy.
- Tracking of individual behaviour during break and lunchtimes, including “checking in” with some children.

What messages can we give to children about bullying?

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

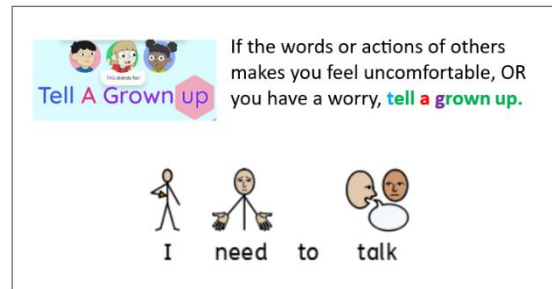
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group - bullies usually pick on individuals.
- Tell someone you can trust - it can be a teacher, teaching assistant, a midday supervisor, a parent, a friend, a brother,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

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

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Here are some things you can do:

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

- If you don't feel you can talk to someone about it, write it down and hand it to an adult.
- Call a helpline for some advice.



Once bullying allegations or incidents have been reported:

1. Report all bullying allegations and incidents to appropriate member of staff.
2. Staff will make sure each child is and feel(s) safe.
3. Appropriate advice will be given to help each child.
4. Staff will listen and speak to all children involved about the incident separately and later together if appropriate.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.
7. Staff will reinforce that bullying behaviour is unacceptable.
8. When appropriate, children may be asked to genuinely apologise for any harm their behaviour may have caused. Other consequences may take place and appropriate sanctions applied. If possible, the children will be reconciled.
9. An attempt will be made, and support given, to help children understand and change their behaviour.
10. All incidents will be recorded on an incident report form that is part of the school's behaviour tracking system – CPOMS
11. Parents will be kept informed and may be asked or invited to come into school for a meeting to discuss the incident.
12. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.

Supporting Pupils

Pupils who have been bullied or bully will be supported by:

- Providing reassuring, continuous support.
- Offering an opportunity to discuss their experiences with a trusted member of staff.
- Working towards restoring self-esteem and confidence.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Applying sanctions in line with school behaviour policy.
- Providing ongoing support; this may include working and speaking with staff, offering support from an ELSA (Emotional Literacy Support Assistant) and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

What is the role of the Headteacher?

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

What is the role of the parents and how will we liaise with them?

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

Staff will make sure that key information about bullying (including policies) is available to parents/carers.

What is the role of the Governing Body? (Board of Trustees)

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

The governors will monitor the number and types of incidents.

Appendices

Appendix 1 – Purpose

Appendix 2 – Child-friendly models

Appendix 1

School Level Implementation Preston Primary

Restorative Approach

At Preston we believe that our restorative approach to supporting children's social, emotional, and mental health development hinges on knowing our children well and this has a positive impact on their ability to make good choices for themselves. Our relational approach is a demonstration of our School Values and is part of our whole school relationships, health and safeguarding provision – it is what we think, say, and do on a daily basis to help children recognise their valued place within our school community.

The key principles of a relational approach is centred around allowing children to feel safe, calm, and wanted, and teaching them how to resolve conflict in a healthy, respectful way. It is about providing children with high levels of challenge and high levels of support. High challenge means we make it clear to children the rules, limits, and expectations we have for their behaviour. High support means encouraging behaviours that demonstrate empathy and offer nurture in a compassionate and kind manner. We place ourselves alongside the children when they need us and focus on building strong relationships, facilitating problem solving, and creating solutions that are developed together.

Being relational means that all members of the school are expected and encouraged to:

- Have unconditional positive regard for others
- Catch and recognise others at their best
- Readily give praise for effort as well as outcome
- Be curious and take a genuine interest in the interests and lives of others
- Be playful, laugh with, and show kindness to all
- Actively listen to and respect personal preferences and conditions of being
- Treat everyone fairly and challenge discriminatory assumptions by asking questions and offering support

Classroom PSHE Charter

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. We do this

through our Jigsaw PSHE classroom charter where clear ground rules are established in partnership with the class, then reinforced during the school day. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it
- An age-appropriate rule about confidentiality and safeguarding
- If we have a worry, we can talk to a trusted adult in private

Personal Development Strategy

The happiness and welfare of all children at Preston Primary School is of paramount importance to all members of staff. We have a culture that promotes the children developing an understanding of themselves as unique individuals and going on to develop the skills that will enable them to fulfil their potential. We aim to increase the happiness of each child at Preston Primary by actively encouraging the following principles within our teaching and learning:

- Looking inside – self-reflection and calming strategies.
- Moving outside – playing and learning in our outdoor environment.
- Sharing more – connecting and communicating with others while using our value of Teamwork.
- Being curious – exploring their environments and their learning and being able to make connections.
- Being kind – caring for themselves, others and the environment.

Autism and SEMH Friendly Environments for all (SPELL)

SPELL is the National Autistic Society's framework for understanding and responding to the needs of autistic children but can also help support children with specific communication and SEMH needs. At Preston Primary, we use the 5 principles below to help us make reasonable adaptations at a universal and personalised level in order to promote positive behaviour choices.

STRUCTURE – we create predictability through structured environments with visual information which can help to reduce high anxiety levels and promote independence. We provide children with visual timetables, calendars, and timers to ensure they know what is coming, how long it will take, and what they can do after an event.

POSITIVE EXPECTATIONS – we build on children's individual strengths and interests to help them cope and tolerate events that create confusion or discomfort for them. We can do this by breaking an

activity down into manageable chunks and gradually practice and increase what that child can do using a strategy called 'backward chaining'.

EMPATHY – we try to understand the experiences of our children from their unique viewpoints. We wonder out loud and try to guess at or predict why a particular trigger may be stimulating a certain response and use visual strategies such as draw and talk, social stories, or comic strip conversations to help a child develop new social communication skills and understanding.

LOW AROUSAL – we consider the impact that the physical environment can have on the sensory response of a child and try to create calm, ordered, and quiet learning spaces around the school. We ensure our communication is clear and that additional processing or thinking time is given when needed. Sensory and movement breaks can be built into the child's day to help them regulate or desensitise their sensory seeking or avoidant behaviours.

LINKS – we value and actively seek collaboration with a child's family and multi-agency services in order to provide the best support network possible. More information can be found here:

Strategies and interventions - SPELL (autism.org.uk)

Appendix 2 – Child Friendly Models to Support Positive Behaviour

Pupil's visuals for our three Expectations: Ready, Respectful, and Safe.



Pupil's Behaviour Model: a model for children to refer to.



Behaviour Model



Step 1 – Reminder	An adult will remind you of the behavioural expectations.
Step 2 – Redirection	An adult will remind you again and tell you why you are being redirected.
Step 3 – Reflection	An adult will talk to you about your behaviours, and you will have time to reflect on your actions.
Step 4 – Reset	An adult will direct you to have a short 'Time In' with another adult. This time is to think about the choices you have made.

