




Relationships & Behaviour Policy

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1. Introduction

The purpose of this policy is to reflect school values, promote good relationships and build resilience, so that the school community can work together with the common purpose of helping students to learn. It is designed to promote good conduct, rather than merely deter anti-social behaviour. The policy sets out a consistent whole school approach, recognising the need to create a safe, structured and proactive school environment that contributes to the school community while establishing a culture based on values and dignity. Therefore, governors, headteachers and senior leaders will facilitate understanding and awareness of building a relational approach to learning and work to support positive behaviour for learning and engaging.

This policy has been written in line with Anchor Approach principles, which have been adopted by Haringey. It is based on research and practice related to understanding child development, the brain and developmental needs, using a relational approach¹ to support behaviour change. Elements of the Anchor Approach have also been recognised nationally² as the most appropriate way of managing student behaviour. The policy includes interventions that build relationships and support behaviour change, rather than a reliance on sanctions that can often result in the loss of relationship.

In our school we recognise that unwanted behaviour may be a result of unmet need, a special need or disability. This may be due to circumstance, trauma, poorly developed sense of self, a biological/neurological need, or is an adapted behaviour³ in response to feeling unsafe. Interpreting what students say and do and the signals they give, acknowledges that behaviour is a form of communication that, when analysed, can reveal unmet needs. Behaviour change can take time and needs to be supported, managed and understood.

This policy is focused on prevention and promoting students to thrive by supporting inclusion and developing emotion regulation in both staff and students. The policy is embedded in the themes and values of equality, diversity and tolerance.

Our Vision

Campsbourne is a school where all children are inspired with a love of learning and encouraged to be ambitious for themselves and for the school. We work hard to include everyone and foster a strong sense of community, to prepare our children to embrace a changing world, and to provide a caring, sustainable and safe environment for all.

Our Values

We love to learn

We inspire a love of learning by providing engaging experiences within a rich and exciting curriculum that actively fosters creativity and natural curiosity about the world around us, and by ensuring a solid foundation of core knowledge and skills is acquired by all.

¹ A relational approach is about building positive connections that support understanding and facilitate behaviour change, with the premise that any strategies that damage relationship should be avoided where possible.

² 'Improving Behaviour in Schools' Education Endowment Foundation 2021

³ Adapted behaviour is behaviour that an individual uses to manage themselves when they feel unsafe. This behaviour can often be outside of expected behaviour, it is a coping method developed in response to trauma.

We aim high

We enable all our children to be ambitious by developing their confidence as independent learners who aim high, challenging themselves and the whole school to be the best they can be, continually improving as we go.

We are part of a global community

We are inclusive and foster a strong sense of belonging by building mutual respect, understanding and responsibility, in and out of the classroom, and by engaging with everyone in our school community. While understanding our place in the wider world, our school is firmly rooted in and values its unique and diverse locality, including its links to Alexandra Palace and Park.

We embrace a changing world

We prepare our children to engage in the world and thrive in the face of constant change and new challenges by providing a supportive ethos to develop the resilience and adaptability we all need to take life in our stride.

We care about each other and the environment

We provide a caring, sustainable, secure and happy environment where all our children and staff can flourish, by supporting each other's emotional and physical health and well-being, and by having high expectations of behaviour for all.

2. Aims and objectives

THIS POLICY AIMS TO:

- Ensure that students are safe, protected, able to learn and progress, build resilience, and feel a part of the school community
- Make clear our expectations regarding behaviours in school through a clear and workable behaviour curriculum
- Provide a whole school relationship-based approach to behaviour management that is understood, followed and supported by all members of our school community to facilitate behaviour change
- Outline how the school will fulfil statutory duties and guidance while building and maintaining positive healthy relationships

OBJECTIVES OF THE POLICY:

- School environment has a positive behaviour culture in which everyone feels happy, safe and secure
- Students are helped to become positive, responsible and increasingly independent members of the school community
- Desired behaviour is taught and reinforced so that students internalise new responses and learn to manage their own behaviour over time
- Students are able to express their cultural identities and to feel secure, aspirational and accepted for who they are
- Everyone's rights are recognised, and students' voices and views are listened and responded to
- Everyone contributes to the community and its values by being considerate and promoting resilience, recognising that success is broader than academic outcomes alone
- Students' confidence and self-esteem is supported through a relationship-based approach, using the resilience wheel to identify and meet needs, whilst expectations and boundaries are maintained

- Relationships are valued and any strategies that may damage relationship are avoided, where possible, with a focus on repairing and restoring relationships that have been damaged.

3. Legislation and statutory guidance

This policy has been written with regard to the following advice and guidance from the Department for Education (DfE) on:

- [Behaviour in Schools; Advice for headteachers and school staff \(September 2022\)](#)
- [Searching, screening and confiscation at school \(2018\)](#)
- [The Equality Act \(2010\)](#)
- [Use of Reasonable Force in Schools \(2013\)](#)
- [Keeping Children Safe in Education \(2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement. Guidance for maintained schools, academies, and student referral units in England \(September 2022\)](#)
- [Mental health and behaviour in schools \(2018\)](#)
- [Special educational needs and disability \(SEND\) code of practice \(2014\)](#)

4. School expectations and routines (core behaviour curriculum)

We clearly explain and display our school expectations and unwanted behaviour in order to build and demonstrate positive relationships across the whole school. We model and reinforce positive habits and we are willing to provide support for those who need assistance to facilitate behaviour change. We implement restorative approaches that repair and contribute to the building of relationships.

OUR SCHOOL EXPECTATIONS (PART OF OUR BEHAVIOUR CURRICULUM)

1. WE WILL KEEP EACH OTHER SAFE.
2. WE TREAT EACH OTHER AND OUR SCHOOL ENVIRONMENT WITH RESPECT.
3. WE TRY OUR BEST IN EVERYTHING WE DO.
4. WE TAKE RESPONSIBILITY FOR OURSELVES AND ARE PROUD OF OUR SCHOOL.
5. WE ARE KIND AND CARING TO EACH OTHER.
6. WE ARE READY TO TRY NEW THINGS.

Respect for All Statement*

At Campsbourne School we believe that no-one has the right to hurt other people in any way by anything they say or do and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We particularly reject the way some people abuse others:

1. Because of the colour of their skin
2. Because of their abilities or disabilities
3. Because of their religious beliefs or way of life
4. Because of the way they dress
5. Because of their size
6. Because of their gender identity
7. Because of their sexual orientation

*Our Respect for All Statement is based on the protected characteristics from the Equalities Act. More information about our approach to implementing the Equalities Act can be found in our Public Sector Equality Duty and Objectives Policy.

All students are made aware that it is not ok to do the following in our school:

1. Repeated breaches of the school expectations
2. Purposeful hurting of others either physical or verbal including
3. Any kind of bullying. (We define bullying as “hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times On Purpose.” Please refer to Appendix C for the Anti Bullying Policy.)
4. Racist, sexist, homophobic or discriminatory behaviour including name calling, ‘jokes’ or comments.
5. Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
6. Fighting includes punching, kicking shaking, biting, pushing, hair pulling or otherwise causing physical harm to others.
7. Physical aggression includes behaviours where the perpetrator is intimidating others with possible acts of physical violence e.g. threatening to hit someone.
8. Deliberate destruction or damage to school property and others personal property
9. Disrupting others from their learning
10. Repeated breaches of the school expectations
11. Bringing prohibited items into school
12. Theft from the school or individuals

If students demonstrate any of the above behaviours, we will work with them to help them understand the seriousness of their actions. We will work to find ways for them to become motivated to positively adapt those behaviours so that they can enjoy rewarding relationships (See Tables 2 and 4). This is more likely to promote resilience and wellbeing for them and others, rather than leading to them hurting people or damaging property in the future.

Table 1: CORE BEHAVIOUR CURRICULUM

Our Core Behaviour Curriculum (including our school expectations) (See Appendix 3 for our Enhanced Behaviour Curriculum)	
Area on wheel	Expectation
Safety	1. WE WILL KEEP EACH OTHER SAFE Students will: Move around the building safely, calmly and quietly Not bring anything to school that could cause harm to others Make sure physical contact is appropriate Only leave the classroom with permission
Belonging	2. WE TREAT EACH OTHER AND OUR SCHOOL ENVIRONMENT WITH RESPECT Students will: Wear the correct uniform Be on time to school and lessons Be in the right place at the right time Speak and listen to each other with respect
Achieving	3. WE TRY OUR BEST IN EVERYTHING WE DO Students will: Follow instructions quickly Avoid distracting and disturbing other students from learning Complete set work on time
Empowerment	4. WE TAKE RESPONSIBILITY FOR OURSELVES AND ARE PROUD OF OUR SCHOOL Students will: Play fairly, share and take turns on equipment Only take their own belongings Use own equipment unless they have asked permission
Purpose	5. WE ARE KIND AND CARING TO EACH OTHER Students will: Listen and respect others, be silent when asked Be honest and tell the truth
Adventure	6. WE ARE READY TO TRY NEW THINGS Students will: Try their best even when it gets hard Avoid inappropriate risks that could put themselves and/or others in danger Be willing to try and learn from mistakes or failure

SCHOOL ROUTINES

Start of the Day

- Children are individually greeted each morning by their class teacher.

Assemblies

- Assembly begins at 8.55 (Infants) and 9.00 (Juniors).
- Children are expected to enter the hall quietly.
- Children are expected to participate during assembly by listening and contributing towards discussion.
- Children are given opportunities to talk during assemblies. When the member of staff delivering assembly wants children to stop they will raise their hand as will all other staff. Children are expected to stop talking immediately.
- Children will be asked to leave quietly. They will be asked to stand up quietly and leave assembly in a single file.
- All staff in assembly should be watching children to ensure they are doing the right things, not watching assembly.

Start of Play Time and Lunch Time

- Children in Years 1 - 4 are expected to line up in their classroom before being dismissed for break or lunch time. Year 6 and Year 5 line up in the hall.
- Classes are led out to the playground by the class teacher to ensure they walk down the stairs / corridors in a calm and sensible manner. (Support staff should be on duty)
- Movement from the classroom to the playground should be done in an orderly manner and at all times should be done quietly.
- Children should walk to avoid accidents and to create a calm environment

Playtimes

- Children should be encouraged to play together and include others, with an emphasis on the importance of belonging;
- Playground Buddies, and monitors also support in the promotion of positive behaviour on the playground;
- The Head teacher and Senior Management are highly visible during playtimes and lunchtimes.
- Teachers are also on duty during morning and afternoon break times.

Dining Hall

In the dining hall children will be encouraged to:

- Walk and not run, at all times.
- Use the one-way system to avoid unnecessary collisions.
- Talk quietly.
- Use good manners e.g. say please and thank you.
- Help younger children.
- Take opportunities to sit with different children.
- Try new samples of fresh food provided at their tables.
- Pick up and dispose of anything they may drop on the floor where possible.
- Use the compost for their compostable waste when clearing their plates independently.

End of Playtime and Lunch Time

- A bell is rung 5 minutes before the end of play to allow time for children to line up and collect their possessions.
- Playground monitors will collect play equipment and put it away.
- The most senior member of staff on duty will award a STAR reward to a whole class/es demonstrating sensible and efficient lining up.
- When all children are standing quietly they will be led inside.
- Children should walk in quietly and in an orderly manner.
- Monitors will be holding doors open at the top of the stairs.

End of the Day

- Children in Reception and Year 1 are collected from their classrooms.
- Children in Years 3 and 4 are expected to line up in their classroom before being led to the playground for dismissal.
- Years 2, 5 and Year 6 line up in the hall before being led to the playground for dismissal.
- Classes are led out to the playground by the class teacher to ensure they walk down the stairs / corridors in a calm and sensible manner.
- Children only allowed to go home once they are standing in line. This includes older children who go home alone.
- Teachers are responsible for handing children over to parents / club leader or escorting them to their club / after school club.
- Children who have not been picked up by 3.45pm are escorted to the afterschool club by the class teacher.

5. Roles and responsibilities

See Appendix 2 for broad responsibilities for all staff across the school to support the building of resilience.

TEACHERS WILL:

- Use Emotionally Friendly Communication in their interactions with students
- Recognise they have a key role in teaching all elements of the behaviour curriculum so students understand and can apply it in and around the school
- Do their best to build meaningful relationships with students in their class(es)
- Ensure that building positive relationships with students takes precedence, sanction-based approaches are avoided, and positive feedback is measured and genuine. Relationships are repaired when needed
- Ensure their class behaves in a responsible manner during lesson time, assemblies, around the school and in the playground
- Become familiar with the steps, methods and approaches contained in this policy and ensure they are implemented fairly and consistently
- When appropriate and in correct context, praise, name and describe behaviour that is expected and exceptional
- Maintain good relationship with parents and carers
- Work with the class to create their own class behaviour curriculum based on collaboration.

SUPPORT STAFF AND LUNCHTIME STAFF WILL:

- Become familiar with the steps, methods and approaches contained in this policy and ensure they are implemented fairly and consistently
- Use Emotionally Friendly Communication with students

- Ensure that building positive relationships with students takes precedence and sanction-based approaches are avoided. Relationships are repaired when needed
- Ensure that the students they work with are aware of and supported to follow the behaviour curriculum
- Ensure students in the school are safe and behave in a responsible manner during lesson time, assemblies, around the school and in the playground
- When appropriate and in correct context, praise, name and describe behaviour that is expected and exceptional.

SENIOR LEADERS WILL ENSURE:

- The school is an emotionally friendly community where relationships are valued, and resilience is built
- Staff have adequate training on building resilience, mental health, special needs and are aware of other support available in the school
- Students are set academic goals that are challenging with high expectations for all
- Student achievement is fostered through a climate of staff collegiality and professionalism
- The school has positive and strong parent and community relations to enhance student success and uses tools to gather ideas and feedback
- All staff understand that for some students' their experience of trauma and attachment has impacted their ability to process information
- That school staff are resourced and trained in line with this policy. All new staff have a strong induction which includes the behaviour policy and Anchor Approach
- That systems are in place to review patterns of behaviour in students and model ways of looking at student needs.
- That staff are equipped to teach the behaviour curriculum in order to create a community where resilience, wellbeing and learning are strengthened
- They are visible in the school and consistently promote the behaviour curriculum
- Support teachers to adopt a democratic approach to classroom management and collaboration.

THE HEADTEACHER WILL:

- Implement the school's behaviour policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy
- Set the standards for behaviour (including using Emotionally Friendly Communication) and support all staff in the implementation of this policy
- Ensure all staff understand and are trained in the approaches contained within this policy
- Ensure that records are kept of all reported serious incidents of unwanted behaviour, including bullying, racism, homophobic and other discriminatory behaviour
- Ensure records are kept of any student being removed from the classroom, placed in a support unit, alternative provision, suspended or permanently excluded
- Ensure that the school has positive and strong parent and community relations to enhance student success
- Be visible in the school and consistently promote the behaviour curriculum
- Liaise with governors as needed
- Ensure the health, safety and welfare of all students in the school
- Take into account views of governors if advice has been sought when making decisions about matters of behaviour
- Be responsible for ensuring that the law is followed and adhered to

- Provide information and parent workshops at least annually for parents/carers who wish to know more about the Anchor Approach to manage behaviour.

GOVERNORS WILL:

- Assume responsibility for these general guidelines on standards of discipline and behaviour and for reviewing their effectiveness referring to DfE guidance: [Behaviour and discipline in schools. Guidance for governing bodies](#)
- Support the head teacher in carrying out the DfE guidance: Behaviour and discipline in schools
- Give advice to the head teacher when asked regarding particular disciplinary issues
- Ensure staff are supported and trained
- Ensure that the policy is clear and consistently followed across school and communicated to parents and carers.

PARENTS AND CARERS WILL:

- Support their child's learning and co-operate with the school
- Regularly communicate with the school
- Have positive conversations about the school with students to build trust and communicate any concerns directly to staff
- Support the Behaviour Curriculum.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- If needed, work with the school to develop common approaches to behaviour across school and home

6. Classroom Management

Good, clear and consistent classroom management is of paramount importance in establishing good behavior in classrooms. Children spend a lot of time within the classroom so it is essential that it is well organised enabling well delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- Make expectations for classroom behaviour and routines clear to pupils from the first lesson, ensuring that they are explained in terms of feelings of safety and belonging;
- Model the standards of courtesy that they expect from pupils;
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as:
 - Furniture layout;
 - Where children sit and who they sit next to;
 - Ensuring resources e.g. books, pencils, pens, scissors etc are close to hand and ready to use e.g. pencils are sharpened;
 - Ensure challenge activities are easily available and children know how to access them so they are never 'finished'
- Continually observe or 'scan' the behaviour of the class. Look for things to praise and be specific, honest and meaningful;
- Emphasise the positive, including praising and describing good behaviour and good effort / learning;
- Focus on the positives praising those who are doing the right thing.

- Make sparing, fair and consistent use of reprimands. This means criticise the behaviour and not the child, using private rather than public reprimands whenever possible; and be sure to describe the desired behaviour and how it will impact feelings of safety and belonging;
- Be aware of, and control their own behaviour, matching emotional state, where possible, and adjusting their stance and tone of voice;

Zones of Regulation

We use a whole school approach based on the Zones of Regulation designed to foster children's self-regulation and emotional control. It is a curriculum designed to help children identify, regulate and navigate social and sensory challenges and learn better self-regulation strategies and emotional literacy. This encourages a common language in each classroom, the playground and throughout the school to support our children to identify what different emotions feel and look like and how to choose tools to get back to a calm and happy zone. Individual children, depending on their need, receive targeted support with the Zones of Regulation.

Each classroom and playground have a Zones of Regulation display which helps empower the pupils to develop self-regulatory abilities using concrete examples of appropriate self-regulatory strategies that can be used if feeling emotionally dysregulated. The pupils are encouraged to identify which zone they are in (for example, blue (poorly, tired, bored) green (happy, calm, ready), yellow (excited, nervous, fizzy) or red (frustrated, angry, upset) and encourage individuals to choose tools from the display board to help regulate and navigate social and sensory challenges (such as movement breaks, deep breathing, inner coaching, getting a drink of water, speaking to an adult or friend). Teachers include explicit teaching of lessons about the Zones of Regulation which include the way we feel in the Zones, size of the problem and dealing with unexpected verses expected behaviours.

Bubble Box

All classrooms have Bubble Boxes where children can post any concerns to their teacher to be dealt with in confidence and there is an online form which can be accessed out of school hours for parents to inform the school of their concerns. Children in Reception and Year 1 post notes with their name on informing teachers they would like to speak to them. Teachers should check their bubble boxes daily and less than weekly.

7. Responding to good behaviour

The values, school expectations and behaviour curriculum are clearly taught, visible and reinforced by staff and students across the school. We believe that feedback and positive relationships have a motivational role, helping students to see that desirable behaviour is valued. We use clear and consistent language when acknowledging good behaviour and contributions by individuals and groups across the school and in the community. We recognise, however, that for some students who have experienced trauma or insecure attachment, they may find it hard to attain rewards and their responses may be unexpected. All staff are mindful of this and respond to the individual needs of students, and recognise the importance of relationships and do not over rely on rewards.

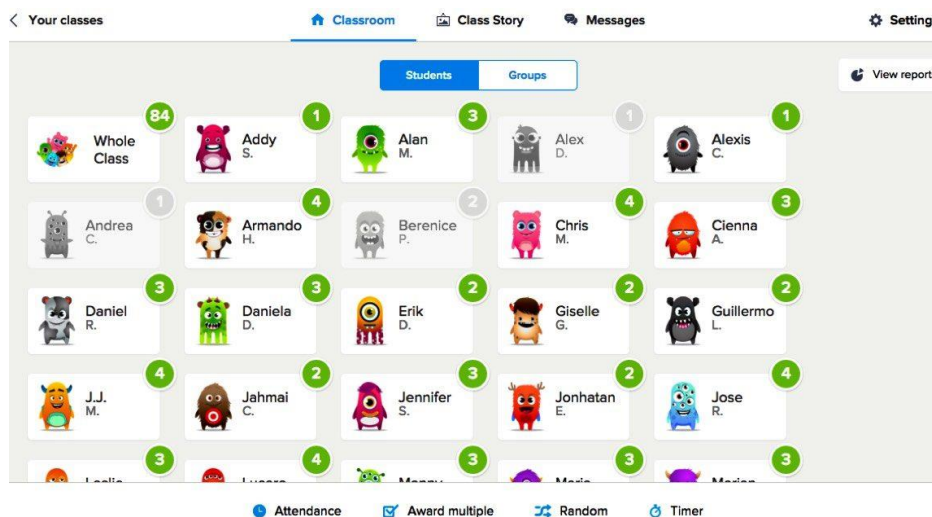
We promote the building of intrinsic motivation and reward as well as extrinsic rewards (such as use of prizes and point systems). Intrinsic motivation and reward is the internalisation of success and the development of self-motivation that supports behaviour change over time. A relationship-based

approach using supportive and specific feedback, the giving of time and building connections are integral to intrinsic motivation and reward and are integrated throughout this policy.

Class Dojo

Class Dojo is used to give individual children rewards for good learning or following / exceeding the school's behaviour expectations.

Each child has their own avatar which is displayed along with their classmates. (See below)



Children can earn one dojo at a time. Children accumulate dojos throughout the year and earn certificates for reaching the following milestones.

- Bronze 100
- Silver 200
- Gold 300
- Diamond 400
- Platinum 500

Celebration Assembly

During Celebration Assembly, staff give the following certificates and awards:

Star of the Week

Each week at least 2 children are rewarded with a certificate linked to one of the 6 areas within the Behaviour Curriculum.

Class Dojo Certificates

See above

Timetable Badges

Badges are awarded when children reach milestones after completing weekly quizzes.

Gold Box / Raffle Tickets

Staff give raffle tickets to children for demonstrating golden behaviours. Children who have earned raffle tickets put them in a gold box. Names are randomly drawn out during Friday's Celebration Assembly for a behaviour badge.

Attendance and Punctuality Awards

The classes with the highest attendance and punctuality in each school are awarded the Attendance or Punctuality Trophies for the week.

Star Awards

Class earn Star Awards for lining up sensibly and quietly. Once a class has earned 10 Star Awards they get 30mins extra play.

8. Responding to unwanted behaviour - summary

As part of our approach, we focus on the use of interventions where consequences are driven by a restorative agenda where relationships are built. We do not frame consequences in terms of sanctions as this is unhelpful to the student and does not improve behaviour. We recognise that any actions taken as part of a restorative agenda is enough and further sanctions are not necessary. We use de-escalation and deterrent techniques to restore relationships and support positive behaviour. Our approach is related to one of reflection and support to repair wrong doings, using positive and effective feedback. Our policy is focused on ensuring that responses to unwanted behaviour are consistent, fair and proportionate to support the wellbeing and mental health of students. Our approach includes: early short interventions, proactive actions or tasks, and activities that promote change.

Consequences

- Children may miss playtime to reflect on their choices.
- Children may be disallowed from certain activities if these are leading to poor choices.
- Children may be asked to continue their learning in another classroom if this is required to ensure the classroom remains a calm and safe space for other class members.
- If children are not self-regulated and able to continue learning in another classroom then they will be asked to continue their learning with a member of the Pastoral Team or a member of the Senior Leadership Team.
- Internal exclusions may be implemented where a serious incident has taken place between children / staff members within the same class to provide space for healing and reflection.

NB: We recognise that children with emotional needs may feel rejection very strongly and escalate behaviour on their return to reject you before you can reject them again. Following an exclusion, time is therefore spent with the child to re-connect and rebuild trust and feelings of safety.

- Children's parents will be called to make them aware of their child's behaviour.
- Suspension or permanent exclusion.

*When deciding on the length of a sanction the severity of the rule breach, the age of the child and their specific needs are taken into account.

TABLE 2: RESPONDING TO UNWANTED BEHAVIOUR SUMMARY**(More information in Table 4, Appendix 4)**

Behaviour matched to level of intervention and suggested responses

	EXAMPLE OF BEHAVIOURS - recognising it as a form of communication.	RESPONSE TO BEHAVIOUR
Low level	Loss of concentration Fidgeting Distracting	Interventions led by class teacher or lunchtime staff, all who have been trained in the use of techniques and approaches which de-escalate behaviour e.g. Emotion Coaching. Using the Anchor Approach Resilience Wheel, (see Appendix 1) staff can identify if there may be any unmet needs and support this with an intervention. Early intervention is always more effective as outlined in Appendix 3 and 4.
Medium level	Talking over teacher Calling out in class Consistently ignoring instructions Out of seat behaviour	Interventions are dealt with in the first instance by the class teacher using the strategies outlined in Appendix 3 and 4 If the behaviour persists SENDCO/SL will be informed, and advice sought. Parents/carers may be notified.
High level	Hurting others Bullying (including cyberbullying, prejudice-based and discriminatory bullying). Damaging/destroying school property	Interventions should be led by a senior member of staff in consultation with class teacher, parents and others as appropriate. SENDCO and other agencies should also be consulted for advice. Behaviour is logged and parents are informed. Intervention strategies are used (Appendix 3 and 4). If behaviour continues a strategy meeting will be called and an individual plan will be drawn up for the student in consultation with the parents. In the case of an immediate threat, student should be removed to a safe adult and space. Removal should be seen as a last resort and only used in exceptional circumstances. Removal should be for a specific period of time and an intervention to repair relationships will be agreed and actioned. Parents/ carers and appropriate agencies are informed. (See Appendix 5 for more information)
Serious level	Danger to themselves or others. Damaging/destroying school property	Interventions are dealt with by the HT or Deputy HT. Behaviour is logged. Parents are informed. Intervention strategies are followed (Appendix 3). If behaviour is serious and is consistently disrupting the well-being and education of other students then a strategy meeting will be called, and an individual plan will be drawn up for the student, in consultation with the parents. If there are still concerns, then help from outside agencies may be sought. In the case of a student being removed from class or school it is key that there is also an intervention to repair relationships.

9. Logging behaviour

Staff recognise the importance of logging information in a factual manner so that patterns of behaviour can be identified, and information is available for accessing future support and interventions.

All behaviour incidents which require reflection time / or which the teacher wants to be recorded to their persistent nature are recorded on My Concerns.

INCIDENT SLIPS

- Children who continue with low level behaviours may be given some reflection time (recorded by the class teacher onto My Concern) during which children are required to reflect on their behaviour
 - The class teacher may keep the child behind for a short time e.g. 4 or 5 minutes at break time
 - The class teacher may ask the child to sit outside the staffroom at break time
 - Send them to a member of SLT at break time
- ALL incidents which cause either physical or emotional harm to another child e.g. name calling of any sort or physical aggression, however minor, should be recorded on My Concern and children should be asked to reflect on their actions.
- Incident slip folders are kept outside the staff rooms, Happy Space, dining hall and the school office for the SMSAs and support staff to use. A copy of the incident slip is then given to the class teacher and a separate copy to the school office to record on My Concern.
- Whilst a teacher does not need to tell parents about every reflection time if a child is consistently being asked to reflect about their behavior then it is important that the teacher speaks to the parent at pick up or through a phone call.

Where possible, record keeping will provide information about incident context i.e. where, who, (perpetrators / victims) time length, and the interventions and strategies used. In addition to recording the negative aspects of an incident, records will provide details of any positive behaviours, successes, responses and if there was a resolution. By acknowledging both positive and negative behaviours when logging an incident, we can mitigate against some of the detrimental impacts on students and staff/student relationships.

10. Student support

CURRICULUM

We recognise the importance of educating children about behavioural choices and the impact they can have on others and associated underlying issues.

PSHE Curriculum

In our PSHE curriculum children learn specifically about relationships, identity and diversity, emotions, their bodies include sex education, family and friends including different family structures, rights, rules and responsibilities and digital lifestyles.

Wider Curriculum

We have developed our curriculum to ensure that it provides opportunities for children to learn about the achievements of women, people with disabilities, LGBT and ethnic minorities ensuring that stereotypes are challenged and all are treated with dignity and respect.

Solace Aid

We have a long-standing partnership with Solace Aid who deliver workshops on positive relationships to Year 6 through their Protect Our Women workshops (Summer Term) and Mental Health Workshops to Year 3 classes (Spring Term).

RECOGNISING THERE IS A NEED FOR EQUITY ALONGSIDE EQUALITY

We remember that some students need more than others to make things equal due to experiences, backgrounds, or special needs. The school recognises its legal duty under the Equality Act 2010⁴ to prevent students with a protected characteristic⁵ from being at a disadvantage. Consequently, our approach to managing behaviour and delivering interventions may be differentiated to cater to the needs of the student, including student's age, any SEND or disability they may have, and any religious requirements affecting them. In addition to this, we recognise the inequality that some students face as a result of structural racism and unconscious bias. We strive to address this by raising staff awareness and through training.

PASTORAL SUPPORT SYSTEMS

We have a Pastoral Team who provide support for children with emotional and friendship difficulties; unmet needs which may result in challenging behavior and children's overall mental health and wellbeing.

On the team we have:

- Pastoral Manager who is also the Deputy DSL and Emotional Well-Being Co-ordinator.
- Learning Mentor
- Learning Mentor/TA
- Family Liaison Officer (0.6 FTE)
- Rainbow Therapy Service which provides arts-based therapy

HARINGEY LEARNING PARTNERSHIP

Haringey Learning Partnership provide outreach support to schools. Where children's behaviour is particularly challenging and the normal strategies and rewards / sanctions are not having the desired impact then a referral to Haringey Learning Partnership may be made. If successful additional support is provided for both staff and children. This may include:

- Regular visits from an Outreach Services Teacher to support both child and staff
- Parental support from the Outreach Services Teacher
- Fixed term placements at the Nurture Hub

HARINGEY NURTURE HUB

At our school, we adopt a relationship-based approach, the aim of which is to ensure that all spaces, both in classrooms and around the school, are sufficiently nurturing so that the pastoral needs of all students are met in all parts of the school community. This, in turn, promotes positive behaviour change and a school culture that reduces the need for a pupil support unit. However, there may be occasions when time in a Nurture Hub may be in the child's best interest. Where this is considered the school will make a referral to Haringey Learning Partnership.

⁴ [Equality Act 2010 and schools](#)

⁵ Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

STUDENT SUPPORT UNITS

At our school, we adopt a relationship-based approach, the aim of which is to ensure that all spaces, both in classrooms and around the school, are sufficiently nurturing so that the pastoral needs of all students are met in all parts of the school community. This, in turn, promotes positive behaviour change and a school culture that reduces the need for a student support unit.

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. At Campsbourne we run the following small group interventions to support social and emotional development:

- Pastoral Support Plan
- Provision may be organised at break times to provide children with structured play either indoors or outdoors. This can provide all children with a 'break' enabling them to reset before being reintegrated into play with support.
- Older children may be given additional responsibilities.
- Learning mentors provide a variety of interventions to support children with their emotional and social development.
- Therapy sessions delivered by our Rainbow Therapy Service.

The underlying ambition should be to improve behaviour and maintain learning with the goal to ensure children can successfully regulate their emotions and manage their relationships independently within the mainstream classroom.

SEND CODE OF PRACTICE AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The school recognises that students with SEND can be over-represented in behaviour logs and exclusions. It is the aim of this policy to ensure that this is not the case and that students with SEND are identified early, with suitable special educational provision in place.

Our school culture provides the necessary support to all students so that they can thrive. The use of the Anchor Approach across the school supports the inclusion of all students. We consider behaviour and students adapted responses appropriately, taking into consideration their special educational needs. In accordance with the Equality Act 2010, we take into account a student's SEND and their ability to understand and follow the behaviour curriculum. We will make adjustments as necessary.

The school's special educational needs co-ordinator will support the identification of the underlying needs and ensure that any special educational provision required to meet those needs is put in place. When significant needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We understand that a student's behaviour may be linked to them suffering, or potentially experiencing significant harm. Where this may be the case, we will follow our child protection and safeguarding policy and staff will contact the Designated Safeguarding Lead.⁶

⁶ [Part 1 of Keeping Children Safe in Education](#)

11. Removing students

CLASSROOM REMOVAL

As with other forms of exclusion, our school makes every effort to avoid classroom removal as a strategy to reduce the risk of damaging staff and student relationships. We acknowledge that this strategy can lead to a loss of trust and disrupt our shared culture designed to create conditions for thinking, learning and behaviour change.

In line with the DfE 'Behaviour in schools - Advice for headteachers and school staff' (September 2022) classroom removal is used as a strategy, it should only be used for brief, time-limited periods and its use will be monitored by senior leadership.

Monitoring will include interrogation of data to highlight repeat removal patterns in order to identify the need for further assessment, planning, or staff CPD requirements.

MANAGED MOVES

We recognise that a move to a new setting will have a significant impact on a student's feelings of belonging and sense of worth in the community. It can impact a sense of empowerment, as they experience such a significant loss of control of their lives, with often devastating consequences. The resulting impact on the student's sense of purpose is likely to have a long-term negative impact on their desire to conform to behaviour norms and their ability to achieve. For this reason, we will only use a managed move in the most serious of situations and we will prioritise supporting the student's leaving and transition to a new school.

The school will liaise with the LA where a managed move is being considered.

SUSPENSIONS AND PERMANENT EXCLUSIONS

The head teacher has the authority to suspend individual students, if warranted, for serious acts of unwanted behaviour or for persistent and willful breaking of the school's expectations. The head teacher will make use of the specific DfE guidance on suspension and permanent exclusion⁷. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a student. The governors are informed when any such action is taken.

Only the head teacher (or the acting head teacher) has the power to exclude students from school. The head teacher may suspend a student for one or more fixed periods (for up to 45 days in any one school year) or exclude a student permanently. A suspension can be converted into a permanent exclusion if the circumstances warrant it. To avoid escalation and avoidable misunderstandings we will continually link with parents to repair and strengthen relationships, if required.

All students who have been suspended will be welcomed at a meeting to support re-integration to school. This will ensure that the student, parents and staff are clear about the plan for the day and the week ahead, preparing the student and staff to manage behaviour and engage with learning. If the head teacher excludes a student, the parents will immediately be informed of the reasons for the exclusion and given details of how to make an appeal against the decision to the Governing Body, should they so wish (see our *Complaints procedure*).

⁷ [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement. Guidance for maintained schools, academies, and student referral units in England \(September 2022\)](#)

The local authority will be informed about all permanent exclusions and suspensions of more than five days in any one term.

The Governing Body itself cannot either exclude a student or extend the exclusion period made by the head teacher. The school will work to support students' future relationships by creating a package of support for the excluded student. E.g., opportunities to say goodbye; providing work, as appropriate; reminders of previous successes or feedback and suggestions for the future.

12. Student transition

We recognise that for most students change can be difficult. Transitions can be hard within the school, including moving between buildings, classes, indoor/outdoor, key stage phases, school/home and between subject lessons. All staff are equipped to support students by using the principles of the Anchor Approach to promote resilience; specifically belonging and safety.

To ensure a smooth transition to the next year, students 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 relating to student behaviour needs may be transferred to relevant staff at the start of the term or year.

New students are introduced to our behaviour curriculum and provided with information about the school behaviour policy when they arrive. They are supported to understand expected behaviours, school values and approaches.

13. Communicating the policy

STAFF TRAINING

Our staff are provided with training on the Anchor Approach as part of their continuing professional development. We are also committed to using Anchor Approach school led workshops and providing regular training sessions to support staff through the year. New staff receive training to support them to implement the behaviour policy through our induction process. Staff are supported to use tools to implement principles and identify unmet needs.

COMMUNICATING WITH PARENTS/CARERS

We aim to work collaboratively with parents, building relationships to ensure that students receive consistent messages about our approach, the behaviour curriculum and our expectations for home and at school. We want to support parents to work with us and adopt the behaviour curriculum and we will inform them if we have concerns about their child's behaviour. If parents have any concerns about the way their child is treated, initially, they can contact the class teacher. If the concerns remain, they can contact the head teacher. If these discussions cannot resolve the problem, a formal complaint can be made using the school's Complaints Policy.

COMMUNICATING WITH STUDENTS

The behaviour curriculum will be shared with students by teachers at the start of each year and term. New students and parents will also have it explained to them. Displays around the school will show expected behaviour, and the values and ethos of the school. Teachers will reinforce the school behaviour curriculum and ensure expectations are clear. The school will also make use of Anchor Approach resources to build the areas of the resilience wheel which support behaviour and wellbeing. Staff will use the language of the behaviour curriculum and resilience throughout the school day.

14. Additional guidance

Child on Child Abuse

Please refer to the Child on Child Abuse Policy (Autumn 2022)

Use of Physical Restraint

Please refer to school's Positive Handling Policy

Searching Children

The school reserves its legal right to search children for the following items as set out in, "Searching, screening and confiscation Advice for headteachers, school staff and governing bodies" February 2014.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or Weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Tobacco and cigarette papers
- The ability to give consent may be influenced by the child's age or other factors
- Fireworks
- Pornographic Images
- Any article that the member of staff 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).

When searching pupils, the school follows the guidance in "Searching, screening and confiscation Advice for headteachers, school staff and governing bodies" January 2018.

Children who refuse a request to search for a banned item are subject to the same disciplinary procedures which would be administered if they failed to follow an instruction.

Mobile Phones / Smart Watches

- Children are not allowed mobile phones / smart watches in their bags on their person during the school day.
- All phones must have a label with the child's name and be handed in to the school office at the start of the school day.
- Any phone without a label will be given to a member of SLT.

Disciplining Beyond the School Gate

In line with DfE advice the school **reserves the right to discipline** children for misbehaviour where they are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Even if none of the above conditions apply, pupils can be disciplined for misbehaviour at

any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- In all cases the teacher may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

Health and Safety on Educational Visits

Where children's behaviour puts their health and safety at risk parents or relative will be asked to attend. Where this is not possible alternative provision will be provided at school.

15. Monitoring and reviewing

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on a termly basis. These reports provide details on the number of recorded incidents by:

- Year Group
- Type of Behaviour
- Gender
- Ethnicity
- SEND

The head teacher keeps a record of any student who is suspended or permanently excluded. The Governing Body is responsible for monitoring the rate of suspensions and permanent exclusions and for ensuring the policy is administered fairly and consistently.

16. Links with other policies

This policy should be read in conjunction with other related school policies.

- *Anti-Bullying Policy*
- *Child Protection and Safeguarding Policy*
- *Home/School Agreement*
- *SEND Policy*
- *Attendance Policy*
- *Staff Code of Conduct*
- *Complaints Policy*
- *Positive Handling Policy*

Appendix 1 - Key Themes of the Anchor Approach

HARINGEY RESILIENCE WHEEL

Meeting developmental needs

When the four bio-social needs below are met students generally do well and are able to manage difficulties, build resilience, to persist when challenged, and have good mental health.

Belonging - students have relationships based on trust and respect. The human need for attachment is met. They experience emotional and physical warmth and safety.

Achieving – students are given opportunities so that their thirst for mastery and learning is met. They are able to solve problems, develop skills and knowledge, and celebrate successes.

Empowerment – students and young people are empowered to be inter-dependent, to make decisions, develop a sense of agency in their lives and take responsibility for themselves.

Purpose – student's sense of generosity is nurtured. They recognise when others help them and when positive things happen. They have a sense of purpose.

In addition, the Haringey Resilience Wheel recognises adventure and safety as bio-social human drives. They apply across all of the bio-social needs as above and support the building of resilience.

Safety - is essential for thinking, learning and making friends. Relationships are central to emotional and physical safety and safe ways to take age-appropriate risks.

Adventure – provides appropriate opportunities for new experiences and challenges.

EMOTION COACHING - HIGH EMPATHY/HIGH GUIDANCE

Emotion coaching works with the anatomy and physiology of the brain to support the development of emotion regulation. It assists students to be better able to control their emotions, delay gratification, self sooth when upset and pay attention. Emotion coached students will be better able to achieve academically and make positive social connections. They will have fewer behaviour problems, physical health and be more emotionally stable and resilient.

Step 1 – Empathise – name the emotion. Recognising the student's feelings and empathising with them, to sooth and to calm. This time can teach the student about the world of emotions 'in the moment' and support the building of trusting and respectful relationships with students.

Step 2 – Validating the feelings and labelling them. Accepting negative emotion as normal, providing some language for emotions and wondering with them what they may be feeling.

Step 3 – Setting limits on the behaviour (if needed) Using moments of unwanted behaviour as opportunities for teaching. Offer guidance, reflecting on what has happened, what is happening and what may/could happen next.

Step 4 – Problem-solve with the student. Helping the student to find solutions to deal with ups and downs, what they could do to change the outcome.

The steps can be cyclical in nature and may require repeating.

Appendix 2 - Wider roles and responsibilities for all staff

WHOLE SCHOOL CULTURE TO SUPPORT THE WELLBEING OF STUDENTS

As a school community we recognise that we all need to build the culture of the school. As school staff we work together to support the following aspects of our school culture focused on wellbeing for attainment.

REGULATE PHYSICAL STATE

We create a space where students feel safe to talk about how they feel
We put in place additional support for students depending on need (e.g., key adult)
We understand that change and transitions can be difficult for students
We provide a quiet safe space to support students to regulate if needed
We have plans in place for students who have specific needs.

COMMUNICATION STYLE

We welcome students on their arrival in the playground and classroom, ensuring it is an inclusive space for all.
We communicate respectfully avoiding confrontation, understanding that how we interpret and perceive situations does have an impact on outcomes
We repeat and reinforce instructions and provide prompts e.g., visual
We reframe feedback positively
We praise students or find ways to acknowledge contributions by using clear and explanatory statements
We view mistakes as part of the learning process.

DEVELOPING A 'SENSE OF SELF'

We think about students and young people when we are not with them and let them know by asking them how they got on at an activity we've talked about previously
We make sure we acknowledge them at the start of the day/the lesson
We say goodbye and wish them well at an activity or event we've talked about previously
We support students to feel they have some control by giving them some choice
We listen to student's ideas
We acknowledge all students', understanding that some may require more acknowledgment than others
We help students to think about and understand their behaviour – 'wondering aloud'
We remember students - activities and achievements are talked about
Our classrooms are supportive for learning, including engaging lessons
We are aware of the sensory needs of students - noise, light, smell, colour, tactile experiences - as some students have more acute body responses to these
We work as a team and ask for support and help, particularly when dealing with students' who reject support and assistance.

Appendix 3 - Enhanced behaviour curriculum

TABLE 3:

	Students will:	Adults will:
SAFETY	1. WE WILL KEEP EACH OTHER SAFE	
	<p>Move around the building safely, calmly and quietly</p> <p>Not bring anything to school that could cause harm to others</p> <p>Make sure physical contact is appropriate</p> <p>Only leave classroom with permission</p> <p>Walk around the school building - do not run</p> <p>Stay on school premises</p> <p>Sit on their seat properly</p>	<p>Hold students in mind - use eye contact, proximity and their name</p> <p>Make sure physical contact is appropriate</p> <p>Use proximity to facilitate emotion regulation</p> <p>Acknowledge difficulty staying in class sometimes – formulate a plan</p> <p>Be willing to make adjustments to support students</p>
BELONGING	2. WE TREAT EACH OTHER AND OUR SCHOOL ENVIRONMENT WITH RESPECT	
	<p>Wear the correct uniform</p> <p>Be on time to school and to lessons</p> <p>Be in the right place at the right time</p> <p>Speak and listen to each other with respect</p> <p>Talk to members of staff about any problems or concerns</p> <p>Be careful with our belongings and the belongings of others</p> <p>Value and respect the cultural and religious beliefs of others</p> <p>Allow other students to work without interruption</p> <p>Invite lone students to join your group</p> <p>Students make a positive contribution to school community</p>	<p>Be consistent & fair to build trust</p> <p>Look out for 'defence against shame' or hyper-vigilance - use emotion coaching techniques to support emotion regulation</p> <p>Be mindful of seating</p> <p>Listen to students</p> <p>Let students know they are thought about when not with them</p> <p>Help lone students become part of the school community</p> <p>Use clear and consistent language</p> <p>Ensure key habits and routines are set out and shared</p> <p>Be willing to make adjustments to support students</p>
ACHIEVING	3. WE TRY OUR BEST IN EVERYTHING WE DO	
	<p>Follow instructions quickly</p> <p>Avoid distracting and disturbing other students from learning</p> <p>Complete set work on time</p> <p>Work hard to the best of our ability</p> <p>Work with others sensibly, sensitively and seriously</p> <p>Positively engage with learning and extra-curricular experiences</p> <p>Be curious and creative when approaching learning</p> <p>Learn from mistakes</p> <p>Listen to others, especially adults</p> <p>Arrive on time and be prepared with all books, equipment and planner</p>	<p>Be clear on what is expected - how it looks, break it down, this can be individual or with whole class</p> <p>Use proximity to help students regulate and focus</p> <p>Set tasks that are within capability & interests</p> <p>Create joy in learning</p> <p>Celebrate and clarify successes - being specific</p> <p>Help students to learn from mistakes, seeing them as opportunities for learning</p> <p>Be willing to make adjustments to support students</p>

EMPOWERMENT	4. WE TAKE RESPONSIBILITY FOR OURSELVES AND ARE PROUD OF OUR SCHOOL.	
	Play fairly, share and take turns on equipment Only take their own belongings Use own equipment unless they have asked permission Strive to give of their best and celebrate creativity Acknowledge the achievements of others Make the most of all opportunities to keep healthy in mind and body Make use of all the support available in and out of school Take pride in their school and themselves by trying their best, keeping the school clean and tidy, and ensuring it is a happy place to be Positively engage with others, offering and accepting help Try to think before they act and if it's difficult, work towards this goal Take responsibility for their actions and understand there are consequences	Create opportunities for students to help others Support students to have appropriate choices Support students to critique each-others work and acknowledge the achievements of others Encourage students to work together, to benefit from each other's skills and contributions Identify, value and encourage individual skills, talents and hobbies of students Support students to have a sense of completion in certain tasks Support students to persevere
PURPOSE	5. WE ARE KIND AND CARING TO EACH OTHER.	
	Listen and respect others, be silent when asked Be honest and tell the truth Be considerate, trusting, thoughtful and empathetic to others Be ready to help whenever possible Respect others by being polite, kind and helpful to all Make a contribution to the school community by volunteering, joining school clubs and activities and helping with events Notice and appreciate other people's kindness and when things are going well for them	Support all students to have a chance to share and help others Support everyone to be involved and help others Be aware of students who over help as they have more than their share of helping Recognise and acknowledge when students who have gone over and above or have been kind
6. WE ARE READY TO TRY NEW THINGS.		
ADVENTURE	Try their best even when it gets hard Avoid inappropriate risks that could put themselves and/or others in danger Being willing to try and learn from mistakes and failure Be willing to try new activities and tasks, even if they may seem hard Show courage and creativity when approaching tasks, new experiences and topics	Support students to take small manageable age-appropriate risks Provide opportunities for students to stretch themselves and try new things Facilitate creative, experimental and open-ended activities and tasks

Appendix 4 – Responding to unwanted behaviour

TABLE 4:

RESPONDING TO UNWANTED BEHAVIOURS	
Type of Behaviour	School Response/Intervention
<p>LOW LEVEL BEHAVIOURS</p> <p>Such as: -</p> <ul style="list-style-type: none"> - fidgeting - distracting - out of seat - making noises - appearing in a mood - saying things like ...'it wasn't me' 'this is boring' - coming into class late - wearing incorrect uniform/items - taking items from others - not telling truth - not completing work properly - ignoring an instruction - being very quiet, hiding, anxious <p>We recognise that these behaviours are communicating an unmet need</p> <p>When we respond to these behaviours in class early, we can avoid an escalation of behaviour</p>	<p><u>Class Teacher Led:</u></p> <p>Acknowledge student in a positive way by:</p> <ul style="list-style-type: none"> ▪ Communicate kindness and emotional warmth when possible, e.g. smile and use positive language ▪ Hold in mind. Asking how they are (using eye contact and name), remembering something about them ▪ Moving closer to them (proximity) ▪ Reminding whole class of the expectation (avoiding shame to the individual student) ▪ Praising a student who is doing the right thing ▪ Using a private signal or sign (you set up before with student) that helps remind them of the desired behaviour ▪ Use humour (never sarcasm) to remind student of expected behaviour – assume they have forgotten rather being deliberate. This is a reframe of '<i>a verbal reprimand</i>' mentioned in the DfE guidance. ▪ Offer a chance to speak privately later if something is bothering them – (don't forget) ▪ Asking if they need their 'separation space' (if this has already been set up with them in advance) ▪ Moving student's seat (but done in a way that does not induce shame) i.e. <i>I can see you are finding it a bit difficult today – try sitting here</i> – (giving a choice of position will help student comply with request as it builds a sense of empowerment) ▪ Create opportunities for student to help others to create a more positive self-identity and feelings of self-worth ▪ Make more use of whole-class celebration for positive behaviour to support student e.g. marbles in the jar ▪ Practice techniques to down-regulate with student & whole class – breathing, using calming music, movement, mindfulness <p>EMOTION COACHING:</p> <p>Look out for 'defence against shame' (i.e. student denies, blames, minimises, rages). Also, if student becomes silent; withdraws; escalates behaviour or continues it. Avoid saying that they have made a wrong or poor choice.</p> <p>Use emotion coaching to avoid escalation of a situation:</p> <p>Step 1 – Empathise – name the emotion – <i>I can see you might be feeling ...</i></p> <p>Step 2 – Validating the feelings and labelling them – <i>most people would feel xxx if xxx</i></p> <p>Step 3 – Setting limits on the behaviour, if necessary – gently remind student of the expectation they need to follow</p> <p>Step 4 – Problem-solve with the student – make a plan to help student move on – this may be to come back and discuss later i.e. at break – do not frame this as a punishment</p> <p><i>(See Appendix 1 for more information)</i></p>

RESPONDING TO UNWANTED BEHAVIOURS	
Type of Behaviour	School Response/Intervention
<p>MEDIUM LEVEL BEHAVIOURS</p> <p>Such as: - Persistently displaying low-level behaviours as outlined above, despite consistent use of the interventions above. Additionally - talking over the teacher - calling out in class - throwing an object - walking around class - refusing to follow an instruction</p>	<p><u>Class Teacher/Additional Adult with advice from SENDCO</u></p> <ul style="list-style-type: none"> ▪ Continue to adopt the strategies above ▪ Continue to use Emotion Coaching as above ▪ Class/Form teacher informs and seeks advice from SENDCO/EW Lead/SLT/HOY ▪ Working with SENDCO/EWL lead/SLT/HOY explore further strategies and develop a plan of action ▪ Teacher reviews the Emotionally Friendly Classroom resource ▪ In addition to the above strategies it may be useful for a teacher to complete the Anchor Approach RIST (<i>Anchor Approach Resilience Indicator and Strategy Tool – ask SENDCO</i>) to identify any unmet needs ▪ Using the RIST tool, consider developing a student passport with targets agreed with the student. Share this with other relevant staff in school ▪ Teacher to log behaviour and the strategies used to identify any patterns (helpful if behaviour continues to escalate) ▪ Consider allowing student to remove themselves from class to ‘do a job’ (e.g. send a message to another member of staff) ▪ Remind the student of previous successes <i>‘remember when this happened the other day? The way you managed to get on with your work/get yourself work-ready was amazing, I’m sure you can do that today’</i> ▪ Create a classroom narrative of group endeavour with everyone bringing skills and knowledge for shared learning and increased success for all ▪ Learn individual patterns of behaviour with a student causing concern that indicate early signs of dysregulation and respond early: <ul style="list-style-type: none"> ○ Use nonverbal proximity ○ Check in with them ○ Offer time to talk at the end of the lesson/at playtime – as a help not a punishment ○ Remind them that adults at school are here to be helpful and you want to help ○ Find a quiet time to talk - help them to problem-solve and find solutions <p><i>N.B. this is a re-frame of ‘a loss of privileges’ from the DfE guidance</i></p> <ul style="list-style-type: none"> ▪ Remind student of the techniques they can use to help them steady themselves e.g. focus on breath ▪ If set up before hand – ask student to move to their quiet area (separation space) – make sure the area has activities that act as down-regulators i.e. sports water bottle; colouring; squeegee toy ▪ Remind student privately of the specific behaviour expectation/s that they are not following – be consistent and clear ▪ Help them to find ways to repair a relationship, an injured person or broken object ▪ Seek support from an additional adult (if available) to support student to remain in class and follow the behaviour curriculum ▪ Contact parents to update them and outline strategies used ▪ Support parents/carers to adopt strategies at home, problem solve without judgement or blame. Share Student Passport if you have one ▪ If impulsive, run intervention to reduce impulsivity - speak with SENDCO or EW Lead for information or access to Anchor Approach advice ▪ Support student to understand what a safe adult looks like for them -speak with SENDCO or EW Lead for information

RESPONDING TO UNWANTED BEHAVIOURS	
Type of Behaviour	School Response/Intervention
<p>HIGH LEVEL BEHAVIOURS</p> <p>Such as: -</p> <p>Persistently displaying low and medium level behaviours as outlined above, despite consistent use of the interventions above.</p> <p>Additionally, anything that threatens the safety of other students and adults such as:</p> <p>Physically and purposefully hurting another student or adult</p> <p>Shouting, swearing, using threatening and/or abusive language</p> <p>Endangering others i.e. by throwing /kicking objects /furniture</p> <p>Bullying</p> <p>Student on student abuse</p> <p>Using or threatening to use an offensive weapon</p> <p>Bringing prohibited items to school</p>	<p><u>Class teacher / Additional Adult Led by SENDCO/SLT/EWL</u></p> <ul style="list-style-type: none"> • Continue to adopt the strategies above • Continue to use Emotion Coaching as above • Refer to Appendix 5 • Inform and seek advice from senior leader, the school's emotional well-being lead and/or SENDCO who will support you to: • Ensure there is a key adult in place who will regularly 'touch base' with student to help them regulate, problem solve, find and use management strategies and help student to identify other 'safe adults' they can talk with at school and who will be helpful to them. Set up Home/School Communication Book. <i>A reframe of 'placed 'on report' for behaviour monitoring'.</i> • Review/use RIST (<i>Anchor Approach Resilience Indicator and Strategy Tool – ask SENDCO</i>), (or update this if completed previously). Ask student to complete the student view assessment and the parent/carer to complete the parent tool • Use the RIST results to create a plan • Record the behaviour on the school system (especially necessary if student is removed from classroom) • Use the 'Emotionally Friendly Communication' resource to support 'emotionally friendly limit-setting and problem-solving' • Identify any trigger points, such as transitions, other students or any other factors • Put in place an intervention to teach student how to recognise physiological changes in the body for early self-recognition of anxiety/dis-regulation if this has not been done at earlier stages. This involves student learning to recognise how they feel and action they can take. <i>A reframe of 'The setting of written tasks such as an account of their behaviour' from the DfE guidance</i> • Inform parents of behaviour and any removal from class/arrange meeting • With the student, acknowledge difficulty they seem to be experiencing without judgement or blame. Help the student to identify the parts of the school behaviour curriculum they are struggling with and what might help them to adhere to the behaviour expectations in future. Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation. • Find opportunities to spend positive time with student to strengthen relationship • Encourage student to help others to build a sense of purpose. Focus on positive things they do for others and the positive things others do for them – discuss at end of the day (do this for several days). Identify areas to be helpful i.e. with younger students or watering school plants, tidying library. <i>A reframe of 'School based community service'.</i> • Teach student about the fight/flight/freeze response to help them understand their own responses. <p>If the above interventions have not worked (or have not had time to work), the following may be considered: Seek advice from Anchor Approach; Educational Psychologist; MHT's</p>
	<p><u>Teacher/Adult actions:</u></p>

RESPONDING TO UNWANTED BEHAVIOURS	
Type of Behaviour	School Response/Intervention
<p>SERIOUS INCIDENT</p> <p>Danger to themselves or others. Damaging/destroying school property</p>	<ul style="list-style-type: none"> • Continue to adopt the strategies above • Continue to use Emotion Coaching as above • Refer to Appendix 5 <ul style="list-style-type: none"> • Inform head teacher or deputy head and seek advice • Ensure incident is documented factually • Review/use the RIST (<i>Anchor Approach Resilience Indicator and Strategy Tool – ask SENDCO</i>), what do they need? • Assessment of emotion regulation, including observation to identify common patterns of behaviour • Help student to think for themselves, to problem-solve and find solutions • Ensure a familiar/safe adult is available to deal with the situation • Recognise that time will be needed for emotion regulation before discussing what has happened • Recognise the impact of exclusion on relationships and the need for a piece of work to repair relationships or property • Avoid exclusion if you can; find alternatives if possible, to minimise impact on relationships • Set a meeting with parent, class teacher, pastoral team, member of the senior leadership team and outside agency, if appropriate

Appendix 5 – Techniques to support de-escalation and classroom removal

DE-ESCALATION AND REMOVAL FROM CLASSROOM

Some students may find it difficult to self-regulate and find themselves in a state of anger/rage, which is disruptive to themselves and others. This may require a significant intervention to de-escalate the situation and support removal from the classroom, if required. Below are some techniques and phrases we use to support this, avoiding over-reliance on the use of punitive responses or sanctions. The over-riding aim is to manage the situation while protecting staff/student relationships and ensuring the wellbeing and safety of others.

TABLE 5:

UNDERPINNING PRINCIPLES THAT SUPPORT DOWN- REGULATION:	SOME PHRASES THAT MAY BE USEFUL:
Matching voice/mood using 'surprise' tone (Avoid shaming the student by raising voice in anger and sending out of class publicly). Raise voice for first word then bring it down	'Whoa, what's going on here!' 'There's a lot of excitement here today.' 'That looks like fun.' 'Inside voices now please.' 'Wow, I can hear some upset voices.' 'X and X let's go over here. Help me to understand...'
Use proximity to connect with student (without towering over them). If they are ok with touch, a hand on shoulder works well as it stimulates oxytocin (the connection hormone). Help shield them from stares or mocking as you move towards the exit.	'Hi X, oh, it looks like it's been a tough morning. Shall we take a breather? Let's go somewhere quieter so you can tell me all about it.' (N.B. the use of the phrase 'it's been' is less triggering than the phrase 'you've had')
Emotion coach: name the emotion and validate feelings. Use short sentences to help with processing if they are starting to become unregulated.	'I can see you are feeling upset'. Come tell me. Help me to understand what happened. 'I think most people would feel frustrated if they thought someone had taken the pencil they needed'.
Set boundaries/limits on behaviour & quietly know your non-negotiables (e.g., what is an adult decision, not the student). Discuss unwanted behaviour in terms of safety.	'We all need to feel safe at school. It is <u>not okay</u> to hurt someone/break things'. I don't know about you, but I don't think I'd feel safe if I thought I was going to get kicked
Removal from class (if this is still necessary) If student has not started to regulate, then employ some further down-regulation techniques e.g., drink from sports bottle; brisk walk; four-part breathing; hanging from climbing frame bars; colouring	'Wow, there's a lot of energy in here today. I fancy walking it off. What about you? Let's take a walk out of class/take a walk with Ms/Mr X'
Student should be out of class for shortest time possible – suitable work must be given but also time to support student to reflect on what has happened and think how to repair. (If the student finds it difficult to say sorry, do not force this. Identify it as a target & teach how to say sorry /create safety around saying sorry)	'Can you think of a way you could help X arm to feel better?' Can you think of a way to help miss feel better about the book getting torn?' Sometimes it helps when we say sorry.' 'Saying sorry doesn't mean you did it on purpose, it means you're sorry it happened.'

N.B. for more examples of emotionally friendly phrases see the Anchor Approach 'Emotionally Friendly Communication' resource.

MANAGING SHAME RESPONSES DURING CLASSROOM REMOVAL

We recognise that some students *can be triggered into a shame response quicker* than others and can therefore have stronger reactions, especially if challenged. We do everything we can to minimise things that will induce this, but sometimes this may be unavoidable, causing a response that will require the student to be removed from the classroom.

It is important that this is done in a way that does not exacerbate feelings of shame and trigger secondary behaviours. The table above provides a way to remove a student from class/playground whilst minimising damage to relationships. If a removal is unavoidable, staff involved should reflect on the series of events that led to the situation, including their own behaviour, to identify potential behaviour patterns or triggers. They will refer to the Anchor Approach 'Emotionally Friendly Classroom' resource to check that their classroom culture creates feelings of safety, so avoiding the escalation of unwanted behaviour in future.

We would only use this strategy as a very last resort and recognise that a significant piece of work would need to take place when the student returns to the classroom to repair the relationship and re-build trust. We understand that a consequence of a classroom removal is the likelihood that the student will need to reject the adult responsible for the removal before that adult rejects them again. We are committed to supporting a student who 'pushes boundaries' as a result of classroom removal as we work to re-build trust.

After any removal reintegration is key, with students needing support to understand and access any provision in place and ensure that safe adults are available.

Appendix 6 – Glossary of terms

TABLE 6:

TERM	DESCRIPTION
Adapted behaviour	Humans need to experience emotional and physical safety, feel understood by those around them and have their bio-social needs well-enough met to thrive. When these needs are not met and we don't feel safe, humans adapt their behaviour to feel safe in the environment they find themselves in. While these adapted behaviours may work for them at home, for example, they may not work so well at school and could result in behaviour challenges that need support. Humans can adapt again, with support
Bio-social needs	See 'needs' below
Communication style	How you speak to others, your tone of voice and what your body is 'saying', sometimes without realising
Clarify	To make something clear or easier to understand by giving or asking for more information
Connect	When there is a high degree of trust and people come together in a verbal or non-verbal communication
Co-regulation	Helping each other to maintain a positive state of mind. The simplest way of communicating when one person responds to the actions of another: just enjoying time together with no goal or task in mind and neither being in control – such as playing 'one potato, two potato'
Co-regulation activities	Co-regulation activities involve adults working with the student to help them regulate their emotions and behaviour. Here are some examples of co-regulation activities: <ul style="list-style-type: none"> • Board games that involve turn-taking, sharing and co-operation • Skipping games • Rock, Paper, Scissors • Dancing together, noticing and responding to moves • Rapping – take turns with lyrics, singing call & response • Rolling ball to each other – can set up pens or another object to avoid or knock down
Democratic principles	A non-authoritarian, highly respectful style of classroom management where everyone's views are valued. There is shared responsibility for creating a culture of resilience, wellbeing, kindness, integrity, learning, trust and respect. With this approach, everyone has a clear understanding of the expectations in the behaviour curriculum. If someone does not meet an expectation, the discussion is framed around the needs of others and themselves, creating a feeling of safety in order to support their developmental needs being met. Everyone has a part to play to ensure that this takes place. Within this approach, learning is viewed as a group endeavour, where everyone has; knowledge and skills to share and students are supported to work out a solution and encouraged to find positive resolution to disagreements that occur.
Developmental Trauma	Brought about by the experience of universal <i>needs (also known as bio-social or developmental needs)</i> not being met over a prolonged period. People with developmental trauma can experience difficulty spontaneously recovering from challenges and regulating their emotions

Emotion brain	The Amygdala is a significant part of the emotion brain which has the job of looking out for danger. The only 3 things it can do is 'fight', 'flight', freeze', as soon as there is a sign of danger, or it thinks there is danger. Also known as 'downstairs brain'. The emotion brain works faster than the thinking brain and takes charge if it senses danger. We cannot think when emotion brain is in charge. The Anchor Approach doc 'Cool Croc – Cranky Croc' can help students understand this (available from Anchor Approach).
Emotion coaching <i>(See Appendix 1 for more information)</i>	Emotion Coaching is an evidence-based intervention developed by American psychologist John Gottman. Emotion Coaching provides a framework that helps staff and parents to support emotion regulation. Emotion Coaching involves: <ol style="list-style-type: none"> I. validating how students feel to help normalise their feelings (which reduces anxiety and feelings of judgement) II. empathising to help students feel understood and giving them the words to help them tell the story so that they can make sense of what happens to them III. limit-setting (if required) IV. offering guidance.
Emotionally Friendly Communication <i>(See resource – ask SENDCO)</i>	Communicating in a way that helps to 'contain' emotions that might cause someone else to feel overwhelmed and become unregulated. It involves creating a safe and supportive environment that values and prioritises the emotional well-being of students.
Emotion regulation	Refers to the ability of humans to self-soothe so that they are able to manage their emotions, feelings and behaviour. The ability to self-soothe prevents them becoming overwhelmed by emotions. This is learned from primary carers who model self-soothing behaviour in the early months and years, particularly. For students who have not learned to self-soothe, it can be taught by adults regularly in contact with the student who offer emotional and physical safety and who meet the student's needs
Helper not Fixer <i>(How we offer guidance when Emotion Coaching)</i>	Helpers help young people to understand, problem-solve, learn from their mistakes and find alternatives to their situation. A fixer might be tempted to dismiss what is being said; tell students what to do next; not facilitating students to think for themselves. Helping children/young people think of ways to make amends, make something better, do something differently to improve the situation or avoid a problem situation in the future
Hold in mind	When an adult communicates to the student that they have thought about them when they are not with them. They remember to wish them well in something they are going to do after school at the end of the day (that they discussed earlier) and remember to ask how they got on the next time they see them. They may talk about something they saw that reminded them of that student.
Hyper-vigilance	When students are constantly looking out for danger because emotion brain thinks it's in danger when it's not. These students notice everything that happens in class and struggle to concentrate.
Intrinsic/Extrinsic motivation & reward	Intrinsic motivation and reward is when our drive to do something has been internalised so that our own sense of achievement drives our motivation to do it again. Extrinsic motivation and reward is when our drive to do something is externalised e.g., stickers, money. Intrinsic motivation and reward is central to good long-term outcomes

Key adult	An adult selected by the school to get to know the student and is able to meet with the student regularly, talk to them, plan with them and work with other staff as needed
Misbehaviour	The dictionary definition of misbehaviour is 'bad behaviour'. The Anchor Approach uses the term 'unwanted behaviour' as a reframe of 'misbehaviour (<i>used by the DfE</i>)' as it more readily conveys action to teach desirable behaviour outlined in the behaviour curriculum.
Needs <i>Sometimes called:</i> - Developmental, - Universal or - Bio-social needs	We all have core needs that we need to be met to thrive. These are known as developmental needs, universal needs, or bio-social needs. They include: Belonging, Achieving, Empowerment and Purpose. When these needs are met, we have higher levels of resilience, wellbeing and mental health. In Haringey we use the Resilience Wheel to help us think about how we can meet these needs to support resilience and wellbeing.
Unmet needs	This refers to the core needs of Belonging, Achieving, Empowerment and Purpose not being met. In Haringey we use the Resilience Wheel to identify unmet needs by looking at what students say and do and interpreting what they are communicating through this. We then identify strategies to meet those needs
Problem-solving	See 'Helper-Fixer' above
Quiet box	Kept in a designated area of the classroom where students can go to help them settle. It is typically filled with sensory items / stress relievers that help students regulate their emotions, reduce anxiety and improve focus and attention. Contents vary and should be agreed in partnership with the student. They may include items such as, fidget toys, stress balls, colouring books/pens, a favourite book, etc.
Regulating physical state	Being able to soothe yourself and others - adjust your heart rate, reduce the amount of stress hormone in your body; slow the speed of any physical movement; reduce speed and pitch of your voice
Relational approach	A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility. Relationships are central to learning new concepts and behaviours and are our greatest asset
Resilience	The ability to recover quickly from difficulties in your life and to be able to manage and learn from situations
Restorative approach	Focusing on repairing a relationship/friendship following a disagreement. Helping students find ways to make amends following a disagreement. Also finding ways to repair an object or situation
Resilience wheel	Haringey Resilience Wheel has been developed by the Anchor Approach, in partnership with colleagues from CAMHs. It is based on the work of American psychologists Brendtro, Brokenleg and Van Brokern. The Anchor Approach resilience wheel has been adapted with agreement from the authors. It is used to interpret what children say and do so that unmet needs are identified, and strategies can be applied as appropriate
Safe adult	An adult who the student chooses to talk to or to be with when they are finding things hard. Safe adults are reliable, consistent and fair, and put the interests of children/young people first

Safe spaces	Home/classroom/school/clubs are supportive with no sarcasm, bullying or shaming. Safe spaces provide emotional and physical safety
Self-efficacy Build self-efficacy	Strengthen students' sense that they can cope with what life 'throws' at them. Support this by talking about times when they have coped with similar situations in the past
Shame Avoid Shaming	Consider use of language so that phrases that convey judgement or blame are avoided. <i>(See Emotionally Friendly Communication tool for more information)</i> . If a strategy or response will potentially damage your relationship, avoid doing it/find an alternative. Look out for a defence against shame
Defence against shame	When a student's response is to deny, blame or minimise you will know that it is likely that they have been triggered into a shame response. If you continue to challenge them, they will rage, as the final defence against shame
Shame response	<ul style="list-style-type: none"> Shame can be a helpful emotion that supports learning how to behave in a social setting, how to stay safe & understand risk If, however, students have experienced excessive levels of negative feedback, a punitive environment or abuse, they can become very sensitive to judgement and be triggered into a shame response in situations that would not, in normal circumstances, induce shame Adults can help students to recover from an excessive sensitivity to shame if they understand the causes and adopt healthy responses that avoids judgement and supports emotion regulation
Thinking brain	Refers to the frontal cortex. This is sometimes referred to as 'upstairs brain'. Anchor Approach 'Cool Croc - Cranky Croc' document can help students understand what's happening in the brain when they are finding it difficult to concentrate <i>(available from Anchor Approach)</i> .
Validate feelings	Acknowledge or recognise the feelings of others when they are upset. When someone does this for another, it helps that person to feel that they are understood and that it is normal to feel that way – that they are not mad, bad or stupid for feeling that way. This helps their thinking and emotional brain to remain integrated so that they are able to think
Wellbeing	The state of being comfortable, healthy, or happy

ACRONYMS

DfE	Department for Education
HT	Headteacher
LA	Local Authority
SEND	Special Educational Needs and Disability
RIST	Anchor Approach Resilience Indicator and Strategy Tool

Appendix 6 – Anti Bullying Policy

Aims and Purpose of the Policy

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Bullying of any kind is unacceptable and will not be tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in modern Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Associated policies

The following policies provide guidance on matters which may relate to bullying and should be read in conjunction with this policy.

- Child on Child Abuse Policy
- On Line Safety Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Definition of bullying

As bullying in itself is not a criminal offence, there is no legal definition, however it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

Racial – Racial taunts, graffiti, gestures

Sexual – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching

Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

Attacking property – such as damaging, stealing or hiding someone's possessions

Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

Psychological – such as deliberately excluding or ignoring people

Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

Race (racist bullying)

Religion or belief

Culture or class

Gender (sexist bullying)

Sexual orientation (homophobic or biphobic bullying)

Gender identity (transphobic bullying)

Special Educational Needs (SEN) or disability

Appearance or health conditions

Related to home or other personal situation

Bullying outside of school

Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy. Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Actions will be taken in line with the School's Behaviour Policy should bullying occur outside of school.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated regardless of whether it's casual use, a one-off incident or repeated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on My Concern and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudiced-based incidents are reported directly to the head teacher and parents are contacted. Incidents are recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Child on Child Abuse

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

At Campsbourne School we do not tolerate any sexual violence or sexual harassment and do not accept that it is an inevitable part of growing up. We do not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They can:

- Report to an adult – their class teacher, any other adult working in their class, a lunchtime supervisor or a member of the Pastoral Team. All classrooms have Bubble Boxes where children can post any concerns to their teacher to be dealt with in confidence. There are also Anti-Bullying boxes around the school managed by the Anti-Bullying Ambassadors. There is an online form which can be accessed out of school hours to inform the school of their concerns. We also have termly Pupil Voice surveys focussing on behaviour and safety.
- Tell a playground buddy or anti-bullying ambassador who in turn can help them tell an adult.
- Tell an adult at home
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – Roles and Responsibilities

The following staff member is the anti-bullying lead: Wendy Fitt, Pastoral Manager.

STAFF: All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupil/s involved and inform the class teacher and a member of SLT. In all cases, known or suspected, parents will be contacted by a member of SLT.

SENIOR STAFF: The Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, the head teacher is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS: The Anti-bullying Alliance have a very detailed advice area for parents on their web-site. Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying by firstly making an appointment to speak with your child's teacher. This should be done either directly with your teacher or through the school office. It is best to avoid discussions in the playground at the beginning or end of the day. If after a few more days you do not think the issue has been resolved, make another appointment with your class teacher and request that either the Pastoral Manager, Head Teacher or Deputy be present as well.

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the target and, if possible, help them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will inform parents or carers of the allegations being made and the measures the school is putting in place.
- Staff will record the bullying on an incident reporting form and centrally on My Concern (school database).
- Designated school staff will monitor incident reporting forms and information recorded on My Concern analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.
- Staff will offer support to the target of the bullying. Individual meetings will be held to ensure they are made to feel safe and reassured that the bullying is not their fault. Ways forward may make use of the Pastoral Team, and peer support through the Playground Buddies and Anti-Bullying Ambassadors. Regular check-ins will happen to monitor the situation.

- A Restorative Justice approach provides support to targets of bullying and those who show bullying behaviour. This approach has been found to be effective in preventing re-occurrences of bullying.
- Staff will pro-actively respond to the bully, being mindful that they may require support as well as sanctions. Sanctions could include internal exclusions from classroom or playground, increased adult supervision and if the behaviour does not cease on warning, the imposition of a fixed term exclusion can be applied.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- All behaviour incidents are recorded on to My Concern so that incidents can be monitored and tracked over time. See Behaviour Policy for more details)
- A child-friendly anti-bullying policy on display around the school ensures all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. The regular use of Circle Time also enables pupils to discuss issues and raise self-awareness on how their behaviour may affect others.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through Feel Brave programme, PSHE work, displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and "Campsbourne Celebrates Difference" Week.
- The British Values of equality, respect and tolerance are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Pupil-led programmes such as Playground Buddies and Anti-Bullying Ambassadors offer support to all pupils, including those who may have been the target of bullying.
- Regular and impactful PSHE workshops such as "Protect Our Women Project in Year 6", "Power of One anti-bullying assemblies".
- Partnership working with outside agencies such as The Diana Award, Stonewall Champions, The Haringey Anchor Approach, Kidscape and the Anti-bullying Alliance's programme All Together which awarded us Gold Status in 2020.

Training

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

Appendix A

Dear Parent/Carer,

As you are aware, our school takes the well-being of all pupils very seriously.

Our school is a place where every person has the right to be themselves, to be included, to be listened to and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any nature or form is unacceptable and will not be tolerated at our school whether it is from pupils, staff or parent/carers. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. The safety, welfare and well-being of all pupils and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Summary of anti-bullying policy:

- Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people, where the bully or bullies hold more power than those being bullied.
- Bullying can be **physical, verbal, psychological, cyber (online or via text) or involve damaging or stealing of property**
- Bullying can be based on someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexism), sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health condition, home or personal situation.
- Derogatory or offensive language of any kind including casual use will not be tolerated.
- All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved.
- If you think your child is experiencing bullying you are advised to initially make an appointment with your class teacher to discuss it.
- Your child can also report bullying within the school to any member of staff or through the class Bubble Box system or to one of the Anti-Bullying Ambassadors either in person or through one of their boxes.
- The full anti-bullying policy is available on the Campsbourne website.

If you have any questions about this policy, please contact Wendy Fitt, Pastoral Manager.

Yours sincerely,
Jonathan Smith
Head Teacher

www.campsbourne.haringey.sch.uk

<https://diana-award.org.uk/>

www.anti-bullyingalliance.org.uk

Child Friendly Anti Bullying Policy

Our school is a place where every person has the right to be themselves, to be included, to be listened to and to learn in a safe and happy environment. Everyone at our school is equal and is expected to treat each other with respect and kindness. We want our school to be a bully-free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is

SEVERAL
TIMES
ON
PURPOSE

Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone

Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, which is bullying someone because of their gender, for example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'

- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability
- What someone looks like
- Where someone lives

If someone is being hurtful or unkind to you Several Times On Purpose, for whatever reason, whether it is about you or your family or friends; that is bullying.

No one should be picked on for being different in any way, for how they act, what they look like or who their family are.

Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen.

Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves.

If you are being bullied remember that it is never your fault.

Where does bullying happen?

Bullying can happen at school, after school and online

What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied.

If they are, ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you tell a teacher or an adult at school they will be able to help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying. If you have already told an adult about bullying you can still tell them again. You can:

- **Tell your class teacher by using the Bubble Box in class**
- **Tell any other adult staff in school**
- **Tell your School Councillor, a playground buddy or anti-bullying ambassador (you can put a note in one of their boxes)**
- **Tell an adult at home**
- **You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.**