



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School, Littleham CE Primary School and
Woodbury Salterton CE Primary School**

**Positive Behaviour and Relationships Policy
(including sanctions and exclusions)**

Responsible for review	
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Due for review: Autumn	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2021	27/9/21		
2023			
2025			

*"A clear school behaviour policy, consistently and fairly applied, underpins effective education".
(DFE 2016)*

The Governing Body of The Jubilee with Pebblebed Federation accepts this principle and seeks to create school environments which encourage and reinforce good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. This policy is based on Christian Teaching particularly the example of forgiveness.

Within The Jubilee with Pebblebed Federation we believe that all children have the right to learn, to feel safe and to be happy at school. We believe in an environment that encourages children and builds self-esteem, so that our children become confident, mature and independent learners and members of society.

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. We as a federation recognise it is our responsibility to establish whole federation baselines for acceptable behaviour and make these clear to staff, children, governors, parents/guardians and visitors. There will be cases for certain children who have particular needs where an adapted version of this policy will be necessary and there are systems within the policy which support this.

Aims

- To create an environment based on nourishing relationships which encourages, develops and reinforces good behaviour and character.
- To define acceptable standards of behaviour.

- To encourage all staff to be consistent in their approach to behaviour management, and to both positive and negative behaviour, in line with our values and beliefs.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the federation's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure that all staff members are fair, firm and friendly.
- To ensure children are taught how to behave appropriately and rewarded when they do so, both individually and as a collective.

In order to support these aims, we have put into place a structure for managing behaviour within our schools that is agreed and understood by all members of the federation community.

Our criteria for developing this plan is based on:

- A teacher's right to teach.
- A pupil's right to learn.
- The right to be safe, both psychologically and physically, in the school.
- The understanding that our federation should provide protection, connection, understanding and care to ensure positive relationships that can make a difference.

Federation Ethos

The adults encountered by the children at school have an important responsibility to model high standards of relationships, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- provide relational support in the form of Protection, Connection, Understanding and Care.
- respond in a calm manner, showing understanding, resetting agreements and providing clear instruction and guidance around expectations.
- ensure fair treatment for all, regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.
- promote restorative approaches through regular conversations, class meetings, peer mediation, conflict resolution and sometimes more formal restorative meetings.

The staff within The Jubilee with Pebblebed Federation will promote positive behaviour through Collective Worship and assemblies, setting a good example, Heads of Learning being visible in the playground and in the dining areas, and through the taught PSHE curriculum.

Principles

In order to enable effective teaching and learning to take place, the federation seeks to provide a safe, secure and caring environment in which positive behaviour is taught and consistently expected in all aspects of school life. Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Children are entitled to:-

- a safe and secure environment conducive to effective and stimulating learning.
- consultation about school behaviour guidelines and expectations.
- adults within the school setting a good example.
- freedom from physical and verbal abuse in school.
- a fair consistent, clear and calm approach to discipline from the federation.
- a clear set of guidelines and expectations about their behaviour in school.
- have a voice and be listened to in school.

Staff in school are entitled to:-

- a safe and secure environment conducive to effective and stimulating learning.
- freedom from physical and verbal abuse in school.
- insist on a high standard of acceptable behaviour from children.
- expect parents to help prepare their children to meet the federation's expectations in ways acceptable to the school community.
- implement agreed responses when children behave in unacceptable ways, with support from the senior management team when required.
- have a voice and be listened to in school.

Parents are entitled to:-

- expect the federation to maintain a safe and secure environment conducive to effective and stimulating learning.
- regular information and consultation with the school about their child's progress and behaviour.
- a clear set of guidelines and expectations about their children's behaviour in school.
- early notification from the school of any problems relating to their child's behaviour.
- opportunities to help the school address their child's behaviour difficulties.
- have a voice and be listened to in school.

Roles and Responsibilities

Promoting positive behaviour is the responsibility of the whole school community.

- All staff should support and consistently implement the policy.
- Parents should work in partnership with the school to maintain high standards of behaviour.
- Children should adhere to the expectations of the school and learn from those occasions when they fall short in this respect.

- Governors should discuss and agree policy, make recommendations, support its implementation and contribute to the process of evaluation.

The Right to Search

If theft or the carrying of an inappropriate item onto school grounds is suspected, the school reserves the right to search pupils' trays and personal effects although permission will be sought from the pupil in the first instance. If the pupil refuses the search, the bag or tray may be confiscated, the parents will be called and asked for permission before the search is undertaken.

The Power to Discipline Beyond the School Gate

The Jubilee with Pebblebed Federation expects the pupils of the schools to act as ambassadors for their school while out in the local community. If a child or children undertake/s inappropriate behaviour while out in the local community and it is reported to the school, the school may contact the parents and discuss with the children involved the nature of the behaviour and the impact that this behaviour can have on themselves, the school and the community.

Expectations

Children are expected to:-

- attend regularly and be punctual.
- wear the correct school uniform for their school within The Jubilee with Pebblebed Federation.
- be positive about learning and always try their best.
- treat everyone and everything in the federation community with consideration and respect.
- follow the federation/school/classroom aims and rules at all times.

Staff are expected to:-

- support and consistently implement the policy.
- attend regularly and be punctual.
- dress in an appropriate way.
- follow the staff code of conduct.
- treat everyone and everything in the federation community with consideration and respect.

Parents are expected to:-

- ensure their child attends regularly and punctually.
- ensure their child wears the correct school uniform.
- be positive about their child's learning and encourage them to always try their best.
- treat everyone and everything in the federation community with consideration and respect.

As a School we do NOT accept

- Bullying or racial harassment (see separate Federation Policies)
- Bad language or bad manners
- Stealing
- Leaving school without permission
- Vandalism
- Dangerous behaviour

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, an appropriate amount of challenge within lessons/activities and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Oral feedback, marking and record keeping can be used both as supportive activities, providing feed-back to the children on their progress and achievements, and as signals that the children's efforts are valued and that progress matters.

An appropriately structured, well-balanced and well-planned curriculum teaches children to appreciate and value the world and other people. The PSHE curriculum, in particular, contributes to positive behaviour in school, through teaching children about their emotions; how to understand themselves and others; and how to form and sustain mutual, caring relationships. In the main this is planned using the 1Decision resource and rolling programme.

It is important for adults to understand and share, at an appropriate level, how our brains influence our emotions and how our emotions can influence our behaviour. It can help us learn to recognise and manage our responses to different situations and challenges. All classes are encouraged to use a five-point scale to support understanding of how emotions change in response to environmental factors and how we can learn to express our emotions appropriately. Staff are provided with CPD relating to this either from Babcock LDP or the SENDCo. Learning experiences which promote a 'growth' mind-set can help children to overcome frustration, build resilience and understand how they can aspire to achieve their full potential across all areas. Positive and negative emotions and responses associated with learning need to be explicitly taught on a regular basis, so that there is a shared language for children and adults to discuss feelings and responses while engaged in learning.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they, and their efforts, are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment (see display policy).

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good learning. Criticism should be a private matter between teacher and child.

Support Systems

Support Systems for Children

In addition to regular teaching and learning about positive behaviour within the federation community, some children will need extra provisions to help them adhere to the school expectations. These may include the following:-

- PHSE curriculum that reflects and reinforces the school's ethos.
- Class teachers and TAs supporting children within their own classes.
- An exit card and access to trusted adults who are skilled at regulation and a space to feel calm.
- Curious check-ins with questions to encourage the child to reflect on their behaviour and agreements as to what the next steps needs to be.
- Intervention for specific difficulties including additional support in class, small group or individual work which is timetabled and opportunities for alternative learning such as outdoor learning. Examples of Assessment and Planning Tools, as well as Examples of Interventions to support pupils with specific difficulties can be found in Appendices 1 and 2.
- Boxall Profile Intervention - a specific way of working that helps to develop a pupil's social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled or troubling behaviours, providing a firm foundation for academic attainment.
- TAF meetings will be used as a vehicle for planning support for individual children, when appropriate.

For those children who are most in need, and possibly at risk of exclusion, there will need to be a co-ordinated assess, plan, do and review process led by the SENDCo and involving the class teachers, pastoral worker, other adults who support the child, parents and partner agencies in putting together Relational and Responsive Co-Regulation Support Plans (Appendices 3 and 4). Guidance for completing these can be found in Appendix 5.

Appendix 6 is a diagram to show suggestions for relational approaches and responses to managing disruption in the classroom with individuals or whole class concerns.

Support Systems for Staff

All staff are expected to deal with behaviour issues at the time and whenever it occurs within the school. The following additional support structures are in place for staff:-

- Advice and support from colleagues
- Discussions with the SENDCo/Pastoral Team which may lead to referral to Babcock SEMH Team, Educational Psychologists etc.
- Good quality and updated behaviour training/inset at regular intervals or when need is identified.
- External support line e.g. the Wellbeing@Work counselling service.

Support Systems for Parents

Parents should expect to be involved at all stages in their child's education, in particular, where their behaviour affects the teaching and their learning. We know that children learn best when parents are actively supportive.

The SEND Co-ordinators and Pastoral Team take a key role in supporting children and parents when their child's behaviour is becoming difficult. This could be in the form of regular meetings or phone calls, agreeing clear actions to help improve the child's behaviour, as well as communicating clearly with parents whose children have been affected by the child's behaviour.

The SENDCo/Pastoral Team are available to support parents whose children are experiencing difficulties, both inside and outside of school. This may result in referrals to the following:-

- Parent Support Advisor
- Sidmouth/Honiton/Exmouth Children's Centre
- Local Initiatives
- Social Services
- Children's Integrated Services
- Other Support and Advisory Services
- Targetted Families
- Early Help
- Step One - Early Intervention Project for children at risk of exclusion
- School Nursing Team
- Communication and Interaction Team
- Babcock SEMH team

The Basis of our Approach

Our approach is based on the Relational Practice Model which is further described within '*Guidance for Developing Relational Practice and Policy*' Babcock LDP, a document which has been highlighted to and read by all staff members and which will be the basis for how they support and develop relationships within the school community. When developing relational based provision we need to think in terms of:

- Developing Relationships – this involves building relationships, supporting inclusion and setting and maintain boundaries with empathy.
- Responding and Caring – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.
- Repairing and Restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

Relationships

If children are to engage in learning alongside developing social skills, we need to provide them with an environment within which they can feel safe: safe in their own and others' behaviour as well as feeling safe enough to be able to take risks in their learning. Children gain their sense of safety from the adults around them.

When children feel safe we will provide them with opportunities to stimulate and reinforce the neurological pathways which support social engagement.

We need to soothe children and provide them with experiences which calm their defensive pathways.

A secure relationship involves our staff providing protection, connection, understanding and care:

Protection	Connection	Understanding	Care
<ul style="list-style-type: none"> • Providing safety and security • Being a source of safety through our relationships and the safety cues we provide • Being predictable, reliable and trustworthy • Providing structure, boundaries and containment 	<ul style="list-style-type: none"> • Being physically and emotionally available • Being responsive, expressive and interactive. • Attuning and connecting physically and emotionally • Showing children we like them and are interested in them • Being playful and having fun • Finding time to do things in time and rhythm together 	<ul style="list-style-type: none"> • Being curious about their feelings, thoughts and behaviour • Understanding their thought processes and trying to work it out • Accepting their feelings and experiences, empathising, wondering aloud, validating, showing them you 'get it' • Helping them to process their feelings 	<ul style="list-style-type: none"> • Being loving and compassionate • Showing them we care, looking after their basic needs, soothing and comforting them • Holding them in our minds

How we promote and celebrate good behaviour

Within our federation we believe that the natural consequences of all actions can only be addressed with a dialogue; rewards and sanctions cannot stand alone in helping children develop a moral code. Behaviour needs to be 'taught' (Bennett, 2020).

Children's Aims and Classroom Routines

We believe rules and procedures should:

- be kept to a necessary minimum.
- be positively stated where possible, telling the children what to do rather than what not to do.
- be developed with the involvement of those to whom they apply.
- have a clear rationale, made explicit to all.
- be consistently applied and enforced.
- promote the idea that every member of the school has responsibilities towards the whole team.

All children have been involved in creating the 'Children's Aims' in each individual school. These are known as 'The Branscombe Waves', 'The Broadhembury Bridges' 'The Farway Orchard Aims', 'The Littleham Estuary Aims' and 'The Woodbury Salterton School LIFE Aims'. They are displayed around each school. These aims link to the Church of England Vision for Education, with Jesus' promise of 'life in all its fullness' at its heart. This also links to the individual federation school's own set of Christian Vision and Values which are based around love and forgiveness and using our talents to serve others and to realise our full potential.

Branscombe C of E Primary School
Children's Aims
We will try to:



The Branscombe Waves

Broadhembury Bridges

We will try to:

- be joyful, happy and always wear a smile
- be respectful and considerate to everyone
- be good learners by working hard and trying our best
 - be honest and forgiving
- be helpful, loving and look after each other.

The Farway Orchard Aims



We will try to:

- be responsible, honest and reliable.*
- be positive, hard working, confident learners.*
- be helpful to each other and show love and respect.*
- be good friends; kind, caring, considerate & play together well.*
- work well as a team, be trustworthy and treat others as we would like to be treated.*

Littleham Estuary Aims



We aim to:

- listen and respect the views of others.
- be gentle and caring towards one another.
- be kind, helpful and considerate of others.
- try hard, use time wisely and be the best learners that we can be.
- be honest and trustworthy.
- respect and care for the school environment.



Woodbury Salterton LIFE Aims

We listen to each other.
We try our best and work hard.
We are friendly, kind and helpful.
We keep ourselves and others safe.
We are polite and have good manners.
We inspire each other with our efforts.
We respect our environment and other people.

Under the umbrella of these whole school Children's Aims, each class will have its own Behaviour Agreement. This is developed at the beginning of every academic year and is a set of positively phrased classroom rules, devised and negotiated between the teachers and the children. This will be clearly displayed around the classroom and will be regularly referred to by the class teacher.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for positive behaviour should be as high as for good learning behaviours and pieces of quality work.

The federation will follow a consistent approach to rewards. There is a weekly focus both on the promotion of **working positively as teams** as well as ensuring there are **individual awards**. **The individual awards are based on the school's whole school pupil aims and the certificate and discussion around it should reflect the 'aim' that the child has achieved that week.** The children throughout each school will be divided into 'team groups' and there will be a chart within each class where children can be awarded points for their team. During the weekly sharing assembly a trophy (made at the Branscombe Forge) will be awarded for that week's winning 'Branscombe Knot Team', 'Broadhembury Bridge Team', 'Farway Orchard Team', 'Littleham Shell Team', and 'Woodbury Salterton School Life Team'.

To reward individual achievements each week two children from every class in the federation will be awarded certificates - 'Branscombe Wave Awards', 'Broadhembury Bridge Awards', 'Farway Orchard Awards', 'Littleham Shell Awards', 'Woodbury Salterton School LIFE Awards' for specific effort with one of the children's aims in the appropriate school. These certificates can be displayed in the entrance hall/notice board and reported on the school newsletter. At Woodbury Salterton there is an additional trophy purchased by the PTFA for a 'star of the week' pupil – this is awarded

for the child who has best demonstrated the LIFE aims that week. This additional trophy is just for Woodbury Salterton due to its traditional significance.

For children following special education plans, individual sticker charts could also be used. The class teacher could link these into the school team system as appropriate. However, it should be considered that some pupils find public sticker or behaviour charts unhelpful and so these need deciding upon individually for each child's needs.

We understand that some rewards are used to reinforce the positive feelings associated with positive behaviours, but unless dialogue occurs about why the reward has been given the point is missed. Language should be used across our federation which encourages children to see the natural consequences themselves, and rewards as a symbol of this.

Rewards should not be given unless children know what specific behaviour or learning behaviour they have been rewarded for. Adults across our federation are encouraged to ask children they see with stickers, certificates or team points rewarded on their work, to talk to the child about how they earned that reward. Staff across the federation should also encourage parents to participate in dialogue with their children about how they earned their sticker.

	Definition of behaviour	List/explanation of reward ideas
Level 1	In class rewards that are available to all children at any time who demonstrate good examples of expected behaviour and/or learning	<p>Verbal praise Include child's name, description of behaviour and how it's helping their learning when appropriate</p> <p>Team points Each child belongs to a team (Broadhembury Bridge Teams, Branscombe Knot Teams, Farway Orchard Teams, Littleham Shell Teams, Woodbury Salterton School LIFE Teams) which they can earn points towards the 'team trophy' which is awarded on a weekly basis and made at the Branscombe Forge.</p> <p>Stickers Freely given by all staff</p> <p>Class system, e.g. marbles in a jar, when the whole class demonstrate good behaviour they can award a marble in the jar, which when full can lead to a class treat chosen by children</p> <p>Parental communication The class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation praising their child.</p>
Level 2	Regular rewards available within whole school system for children who demonstrate excellent examples of expected behaviour and/or learning	<p>Parental communication A 'praise postcard' written by the teacher to inform parents of the excellent behaviour or learning demonstrated by their child, and where appropriate, work photocopied to be sent home.</p> <p>Sent to another member of staff, e.g. previous class teacher, TA who works with them outside of class etc, who will verbally praise them and may also use a reward from level 1 or level 2, e.g. sticker.</p> <p>Contribute to Whole School Magic Moments Skyline Display Children can be asked to write their achievement or positive behaviour on a strip of paper that becomes a 'floor' in one of the skyscrapers on the display</p> <p>Contribute to Depth of Learning Display Children who have demonstrated positive examples of work at 'paddling', 'snorkelling', 'diving' levels can be rewarded with a description of their work on a bubble on the display.</p>

		<p>Sharing Assembly</p> <p>Two children from each class are chosen by the class teacher every week to receive a certificate in assembly for their excellent behaviour or learning that week which links to the Children's Aims. Certificates can be displayed in the entrance hall before being sent home with the child. The reward is also listed in the monthly newsletters. Sharing/Praise/Celebration assembly can also be used to celebrate other significant achievements, e.g. reading award in a term, sports award, sharing their learning etc</p>
Level 3	Behaviour and/or learning that is significantly 'above and beyond' what is expected	<p>Sent to Executive Head Teacher (or telephone Executive Headteacher when at a different site)</p> <p>Who will verbally praise them and give them a special award, e.g. special sticker that can only be earned when sent to the Executive Head Teacher.</p>
Level 5	Whole school rewards that recognise exceptional behaviour over the term/year	<p>End of Term/Academic Year Achievement</p> <p>Assemblies at the end of each term could present pupils with certificates for achievements throughout the term. At the end of the summer term, children within The Jubilee Hub are nominated by all members of staff to receive the 'Spirit of Devon' Award. These children will have demonstrated exceptional learning behaviours across the year. One child is chosen overall to receive the 'Spirit of Devon' award which is presented during an end of year event.</p>

A Restorative Process and our Approach to Sanctions

As a school we believe in a restorative approach to behaviour. Our systems work in school in order to:

- Resolve conflict through the use of everyday restorative interactions and discussions including classroom meetings, circle time, peer mediation
- Repair harm through the use of facilitated restorative encounters
- Support change by ensuring that all parties involved learn from the incident, have their needs identified and supported and are enabled to repair and restore relationships
- Support individual children to understand the consequences of behaviour and enable them to repair relationships through the use of individual restorative explorations.

Through our behaviour policy we encourage and acknowledge behaviour which allows others to learn and the school community to flourish. On occasions where social bonds in our community are damaged, or a child's learning is jeopardised by their own or another's behaviour then we will aim to allow the damage to be repaired and our community balance to be restored effectively.

The Jubilee with Pebblebed Federation's focus on teaching and learning is underpinned by social behaviours and learning behaviours which create a respectful and positive atmosphere throughout the school, maximising the learning potential. We try, if at all possible, to manage behaviour through a low key approach and mutual respect between adults and children. Rewards are central to the encouragement of good behaviour, but realistically there is a need to register the disapproval of unacceptable behaviour, and to protect the security and stability of the school community therefore, restorative conversations will be the norm when there is minor conflict or disagreement. There will be opportunities for restorative conversations daily whenever two people engage in conversation around a difficulty. This will support the development of a caring and

restorative ethos and will support the resolution of worries and disagreements as and when they arise, rather than allowing them to build into bigger conflicts.

Restorative approaches are rooted in some of the key elements of restorative justice including;

- The importance of fair process.
- The recognition of the rights and involvement where possible of all parties in dispute or conflict resolution.
- The notion of restoration or reparation instead of retribution.
- The importance of developing empathy for others in preventing and responding to conflict or violence.
- The valuing of the views of all parties in open discussion.
- The importance of the language (often scripted) used in addressing conflict and resolving disputes (Appendix 7 Restorative Approaches Exploration framework).

Most significantly, we recognise that if restorative approaches seek to repair damaged relationships, we acknowledge our responsibility to ensure children have the opportunity to build, nurture and sustain positive relationships.

Our restorative process

Key Questions

Our process is based on seven key questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected?
- How can we involve everyone who has been affected in finding a way forward and the harm can be repaired?
- What do you need and what needs to happen now?
- How can we do things differently in future?

The purpose of leading a discussion around these questions is:

- To ensure people take responsibility for their actions and any harm that has been caused.
- To explore and take actions to repair harm.
- Reduce risk of future harm.

Within the federation the pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. A restorative ethos does not prohibit the application of sanctions e.g. loss of privileges/time away from other learners etc but requires them to be relevant and suitable for the specific child's needs.

Our processes focus on each individual's needs and pupils are supported to find a constructive way forward for all concerned.

Appendix 6 provides a framework for staff to support a restorative conversation. All staff in the school should be able to conduct these conversations but key restorative leads may wish to be

identified who will have time to carry out the conversations at key points of the school day e.g. after lunch. Think sheets in Appendix 8 may support the children to consider the issues in the restorative conversation.

Reparation

Reparation using a restorative approach is very different from the traditional way schools have dealt with wrong doing or causing harm to others. Pupils have to participate in open and honest dialogue about their actions – this dialogue is valued and can only be conducted when all parties are calm (this timeframe should be flexible to allow for pupils' individual needs), it should also occur in a safe and private place away from distractions. This chart shows how the restorative approach modifies more traditional approaches:

Traditional

Who did what?
Who's to blame?
Why did you do it?
What made you do it?
What have you done?
How should we punish them?

becomes
becomes
becomes
becomes
becomes
becomes

Restorative

What's happened?
Who is responsible?
What were you thinking?
How were you feeling?
Who's been harmed and in what way?
What needs to happen in order to put things right and ensure that this never happens again?

A restorative meeting following an incident brings together all those who are relevant to an event where harm has occurred. Both sides talk about the incident and together negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All teachers and support staff have been provided with the Babcock LDP Relational Approach guidance, CPD in relation to this and key members of staff have had specific training that can be disseminated. It may be appropriate before the meeting that a child completes a 'Think Sheet' to gather his/her thoughts about the incident before discussing it (See Appendix 8).

Restorative approaches range from a quick 'restorative chat' following playtime, if necessary, meetings with parents and the pastoral lead or Head of Learning present, up to a full community conference in which there may be many multi agency personnel involved. Classroom conferences with challenging situations are also used to improve learning behaviours.

At the end of a restorative meeting – whether for low level or higher level behaviour incidents – the staff member should ensure all pupils involved feel safe and ready to continue with their learning. This may result in some 'time out' alone or with a friend, time in a sensory area, chat with a member of staff etc.

A restorative approach is highly effective because it:

- ✓ Transforms wrong doing into a learning opportunity.
- ✓ Highlights responsibility and supports the needs of all involved.
- ✓ Encourages a school-wide culture of mutual respect and care.
- ✓ Emphasises the natural consequences of choices and behaviours.

It should be noted however, that there are some occasions when a restorative approach is inappropriate or needs to be adapted (for example, for some pupils with SEND, where pupils don't

tell the truth or who choose not to engage with a restorative approach, and/or consistently break agreements). On these occasions the school will need to apply sanctions appropriate to the behaviours which have occurred, and in line with our federation values. This can still be aligned to the degree of harm caused.

Relationship and Individuals

We recognise everyone as an individual and personalise our approaches to allow everyone to achieve their potential through successful relationships.

Learning can only happen when children feel safe enough to take risks and open themselves up to challenges. For children with Adverse Childhood Experiences (ACEs) or additional needs, including special educational needs or disabilities (SEND), this can be very difficult. Within our federation we use a variety of methods to encourage emotional and social stability and growth and create a joy for learning (see websites for Learning Behaviour Animals, Mental Health Policy, Chris Quigley Depth of Learning).

We focus on facilitating, supporting and celebrating positive behaviour. We view behaviour as a means of communication and seek at all times to understand the communication behind the behaviour. We approach harmful behaviour in an individualised way for each pupil in the context of their life experiences and current situation.

Some pupils will experience strong emotions which need to be co-regulated to support them to calm. In order to be able to regulate, children need to integrate their physical sensations, emotions and thinking. Some pupils in our federation may behave in a way that means that they, or others, are not safe. Children who experience such crises need to have plans in place to keep them safe (Relational Support Plans) which should be agreed with all adults who care for the child as well as they child themselves.

Some children will also benefit greatly from having a Responsive Co-Regulation Plan in place which ensures adults are consistent, predictable and reliable when responding to certain behaviours and incidents. Children learn to regulate themselves through the process of co-regulation, they also need to learn about and practise regulation with a trusted adult when calm. Adults benefit from having these plans as this can enable them to regulate themselves and provide containment in the moment.

A model Relational Support Plan can be found in Appendix 3 and a model Responsive Co-Regulation Plan can be found in Appendix 4. Guidance about completing them is in Appendix 5.

Pupils with SEMH needs and/or Relational Support Plans will have adjustments made in order to engage with learning and, with our restorative approach, after negative behaviour in line with their emotional stage of development. Relational Support Plans should be reviewed regularly and amended on an ongoing basis as needed.

Within the Jubilee with Pebblebed Federation we are committed to supporting all members of the community to engage in positive behaviours and seek the support of external professionals such as educational psychologists, advisory teachers for SEMH or others where additional expertise is required to enable this.

Communication, Parental Partnership and Record Keeping

We give high priority to clear communication within the federation and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head of Learning and other staff, in particular the Pastoral Lead and SENDCo, so that strategies can be discussed and agreed before more formal steps are required.

Parents/carers will be informed at an early stage if there are concerns about their child's behaviour, when behaviours are affecting both their own learning or safety or that of others. Teachers will involve parents/carers through telephone calls, letters, meetings, agreed systems pertinent to individual pupils e.g. communication books. The Head of Learning/Executive Headteacher will also be involved if the matter is considered serious or persistent. Involving parents can help children understand the natural consequences of their behaviours. This participation assists the development of positive and supportive relationships. Discussion with parents and their subsequent response is powerful and should be used by teachers as a tool for enabling children to understand the natural consequences of all behaviours with significant consequences.

Parental support will be sought at various stages in this policy and in particular when devising a Relational Support Plan.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school believes that parents have a responsibility for helping their children to behave well. Parental participation in many aspects of school life is encouraged.

If children deliberately damage or vandalise property and equipment, parents will be asked to contribute to its replacement or repair.

To support clear communication, when a particular child's behaviour begins to regularly cause concern, or when a child demonstrates behaviour from Level 2 or above (see table on p20), then the member of staff dealing with that child should complete a CPOMS log using the A,B,C (Antecedent, Behaviour, Consequence) approach or upload a Behaviour Log Sheet (Appendix 12) onto CPOMS. The Behaviour Log categorises the behaviour, gives factual detail of the incident, action taken of initial adult and then, if of Level 3 or above, this is passed onto the Pastoral Lead or a member of the Senior Leadership Team who will then note on the same form their action taken and note down any conversations had with parents (both of the victim and the perpetrator). It is useful to have a record of events, which may reveal a pattern, and may be useful to be able to demonstrate to parents or other professionals what the nature and frequency of problems have been and how they have been responded to.

A Behaviour Incident Report (Appendix 13) will be filled in following any behaviour that results in a child being physically restrained by a member of staff (see separate Physical Restraint Protocol). Restraint should only be used as a last resort. This will only be for cases where the child is putting themselves or others at serious risk of harm. The form should then be shared with a member of the SLT who will add a record of the discussion. The report will then be uploaded onto CPOMS.

Response to an incident

Sanctions or punishment used as a response to incidents often exclude and ostracise children and can lead to children feeling humiliated and shamed. Sanctions often remove the very thing that children need in order to develop – relationships. We therefore prefer to focus on our restorative *response* (as described above) to an incident rather than the *sanction*.

All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for restoratively responding to inappropriate behaviour.

The way we respond to behaviours can support children's understanding of the natural consequences of their actions by emphasising their significance.

- It is expected that any sanction used within our responses is issued through a restorative approach and would be accepted by all children/adults involved in an incident.
- It must be clear why the sanction is being applied.
- It should be the behaviour rather than the child that is criticised.
- All incidents of poor behaviour should be dealt with at an appropriate time.
- Raised voices by members of staff should be kept to a minimum.
- Sanctions should again only be used when supported by dialogue.
- The most favoured sanctions are those which emphasise **reparation** as the aim.

We recognise that there is a need to show a response from the school following some incidents to ensure everyone is kept safe. If a child is violent on the playground on a Monday, it is unlikely that they will be back out on the playground on the Tuesday. However, this shouldn't be discussed as a punishment but as an acknowledgement that we could well be setting them up to fail if they are back out tomorrow without any developmental input, and also other children would not be safe. We advocate 'time in' rather than 'time out' and so this is not seen as an exclusion to an activity. The planned work that takes place with the child on the Tuesday lunchtime with a supportive adult will seek to help them to be able to go back on the playground, not to punish them.

If a child is persistently disrupting the learning of others then we need to consider whether we are getting it right. The child's behaviour is telling us something about their underlying needs and we will benefit from working supportively on these. This should be our priority when deciding on our any provision or intervention.

How we Respond to Extreme Behaviours

Immediate action will be taken when behaviours display racism, sexual harassment, online sexual abuse and homophobia. We will also take immediate action in the case of serious abuse of staff; extreme violence, weapons (including using items as weapons); vandalism, illegal substances, alcohol and cigarettes and bringing unauthorised people onto the school site. This may be by referring to a SEND process, using the REDs team to support children at risk of exclusion (see below), supporting the child in our Littleham Hub Provision, referring to external agencies for support and completing a Relational Support Plan.

Incidents of bullying (several times on purpose) will be dealt with in accordance with the Anti Bullying and Prejudice Related Incidents Policy and using PSHE materials to support a wider understanding of anti bullying responsibilities across the school community. Our Anti Bullying and Prejudice Related Incidents Policy is a separate document but is included as Appendix 15 of this policy.

Whilst we are guided by restorative principles (and will organise full 'restorative conferences' involving all affected parties when serious harm is caused) it is also the case that The Jubilee with Pebblebed Federation may not be able to meet the needs of those displaying behaviours in these categories or when children persistently conduct themselves in ways which are harmful to the school community and learning environment. SEND processes are then followed using a Plan, Do, Review process.

Exclusions

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered.
- an incident of extreme seriousness has occurred.
- in such disciplinary circumstances where the Executive Headteacher sees fit using guidance provided by the DFE and Local Authority.

Exclusion will take the form of either:

- internal exclusion where the child is withdrawn from lessons for a fixed period or
- external exclusion where the child is sent home for a fixed period of time or permanently.

Our federation is inclusive, which means that every effort is made to ensure that all children are kept in school and learning. Fixed term exclusion is used in the case of very serious and/or persistent wrong doing. Permanent exclusion is extremely rare.

For pupils at risk of exclusion we will use the REDS Team (Reducing Exclusions in Devon's Schools) and the Babcock LDP document 'No Need to Exclude' to support our approach. We will welcome the support of an Educational Psychologist who will work with a team of adults in school, parents/carers and the child. Circles of adults can be used to support staff to develop hypotheses around a child's needs and to identify things that they can do to support. Part of the approach will be to put together a Relational Support Plan (Appendix 3).

At Littleham School we are able to provide up to 10 places for pupils with EHCPs in the Learning Hub. This is alternative provision with small, structured teaching groups for pupils who are below or significantly below ARE or who are showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. Our aim is to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together. Each year the staff put together specific strategies for the cohort within the Learning Hub that year. An example can be seen in Appendix 16.

All exclusions need to be agreed by the Executive Headteacher who has the power to exclude a child from the school. If the Executive Headteacher excludes a child the parents will be informed immediately, giving reasons for the exclusion. This will be followed up in writing and the Local Authority will also be informed. Parents can appeal against the decision to the governing body – the governing body do not have the power to reinstate the child but a note can be placed on the child's file relating to the incident. The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

The governing body convenes a discipline committee, whose role is set out in strict guidelines, whenever a child is excluded from school permanently or for more than 15 days of fixed term exclusions in one term.

Excluded pupils will be provided with work and will participate in a restorative reintegration meeting, with their parents/carers and the Head of Learning or Pastoral Lead, on their return to school in which they can 'repair harm' before being reintegrated to the school community (see Appendix 9).

Summary table of responses

These are responses which could take place as a result of restorative conversations for the different levels of behaviour shown. They could be used progressively through the levels, however, certain behaviours will be treated immediately at the appropriate level e.g. considerable damage to property will receive an immediate level 3 response.

In the writing of this policy, parents, children, staff and SEMH advisers have been consulted about the sanctions that they feel are appropriate. It was felt appropriate that Mrs Gray (Executive Headteacher) would usually only become involved with a behaviour issue once the incident had been repeated several times or for more severe incidents e.g. serious bullying, vandalism, physical incidents e.g. kicking, fighting, biting etc.

These response suggestions should be used in conjunction with the approaches of similar colour coding in Appendix 6 and depending on the level of behaviour these responses could be included within a Relational Support Plan. This list of examples is not exhaustive.

	Definition of behaviour concern	List/explanation of response
Level 1	In class, progressive responses that are put in place within class by class teachers or teaching assistants for all children who are not demonstrating expected behaviour. This could be behaviour such as calling out, bad manners, low level disruptions, etc.	<p>Verbal praise Praise children showing appropriate behaviour to encourage the child to co-operate and comply with classroom rules.</p> <p>Staff Intervention Staff will intervene to try to encourage child to refocus on the learning activity. Often a visual expression of disapproval can be enough to re-focus the child. Support will be given if behaviour is due to lack of understanding of task or concept.</p> <p>Moved within classroom The child will be asked to move from their activity/seat to another place within the classroom i.e. next to adult, to another seat, away from peers etc. This will be discussed with the child in a way that shows the move as a supportive response to enable the child to focus on learning rather than the behaviour.</p> <p>Missing playtime to complete work If a child has not completed their independent learning as a result of unacceptable behaviour, then as part of the restorative approach it will be discussed how their behaviour has affected their learning and they will be asked to complete this during play/lunch with the teacher/teaching assistant.</p> <p>Parental communication The class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation.</p>

Level 2	Sanctions that are available within the whole school system for children who regularly do not demonstrate expected behaviour and/or is of a more serious nature or child not accepting sanctions from level 1. Behaviour such as repeatedly hurting or upsetting others, refusing to complete work, bad language, low level vandalism etc could be included within this level.	<p>‘Think sheets’ The child could be asked to complete an appropriate Think Sheet (Appendix 8), with support from an adult if necessary, to reflect on how their behaviour has consequences before a Restorative Conversation takes place or as a format for the conversation</p> <p>Restorative Conversation Relatively informal restorative chat after a Level 2 incident including all those pupils and staff involved. Incident discussed using format in Appendix 7 to negotiate what needs to happen to repair the harm and to ensure it doesn’t happen again.</p> <p>Missing playtime to complete work If a child has not completed their independent learning as a result of unacceptable behaviour, then as part of the restorative approach it will be discussed how their behaviour has affected their learning and they will be asked to complete this during play/lunch with the teacher/teaching assistant.</p> <p>Alternative classroom arrangements Following the restorative conversation, it may be agreed that the child changes seats in the classroom, has a timer to prompt them to complete work/tasks quicker, has responsibility of a job in the class, etc</p> <p>Weekly contact with parents Following the meeting, it may be agreed that the class teacher gives the parents a ‘weekly update’ on the child’s behaviour, in the aim of it returning to positive classroom and learning behaviours. Weekly contact may be a face to face meeting or a phone call.</p>
Level 3	Behaviour that is significantly more serious than behaviours demonstrated at Levels 1-3 or that is escalating. This may include behaviour such as hurting another child, refusal to remain in class or school site, bullying incidents, fighting, damage to property, or not complying with previous restorative actions.	<p>‘Think sheets’ The child could be asked to complete an appropriate Think Sheet (Appendix 8), with support from an adult if necessary, to reflect on how their behaviour has consequences before a Restorative Conversation takes place or as a format for the conversation</p> <p>Restorative Conversation The restorative conversation at this level may be led by the Pastoral Lead or Head of Learning and could involve parents and SENDCo and/or multi agency personnel, as well as all those involved in the incident. The conversation will follow the format in Appendix 7 to negotiate what needs to happen to repair the harm and to ensure it doesn’t happen again.</p> <p>Weekly contact with parents Following the meeting, it could be agreed that the Class Teacher (in communication with The Head of Teaching and Learning) meets with the child’s parents at the end of every week to give a ‘weekly update’ on the child’s behaviour, in the aim of it progressively returning to Level 1. Small targets may be set for the child, e.g. less than 3 behaviour incidents a week to begin with. Weekly contact may be a face to face meeting or a phone call.</p> <p>Behaviour Book Following the meeting, it may be agreed that the child is to be given a ‘personal behaviour book’ or ‘personal behaviour chart’ so that their behaviour for each session is closely monitored. For each session, including break and lunch times, the child is given a grade or sticker by a member of staff responsible for that session. At the end of each day, the child is to meet with the Class Teacher to reflect on their behaviour that day. The book will then go home where parents can comment on the behaviour record and communicate any positive or negative behaviours at home. This will be reviewed every week as part of ‘weekly contact meeting’ and could involve target setting.</p> <p>Individual Relational Support Plan</p>

		<p>A child who continues to demonstrate behaviours at level 3 or above and the child is not responding to other approaches then it could be decided in the Restorative Conversation to put together an Individual Relational Support Plan. The plan is for the child and sets out ways the team working with him/her can Protect, Connect, Understand and Care for his/her particular needs, to address the unacceptable behaviour being displayed. This will be reviewed regularly with the Pastoral Lead/Head of Learning, as well as used throughout the day with other staff to help support the child to achieve positive behaviour. A RSP is a procedure to follow for school staff.</p> <p>SEMH Intervention The restorative conversation or Relational Support Plan may reflect the need for some SEMH Intervention. This is likely to involve the use of the Boxall Profile to consider areas that need support and then identify activities to support these areas which will form the basis of regular intervention.</p>
Level 4	<p>When a child is at risk of external exclusion, despite all support systems in level 1-3 and/or an incident of a serious nature has occurred, e.g. considerable physical assault against pupil or member of staff, racist abuse, sexual harassment, online sexual abuse, considerable damage to property, persistent bullying.</p>	<p>‘Think sheets’ The child could be asked to complete an appropriate Think Sheet (Appendix 8), with support from an adult if necessary, to reflect on how their behaviour has consequences before a Restorative Conversation takes place or as a format for the conversation</p> <p>Restorative Conversation The restorative conversation at this level may be led by the Head of Learning or Executive Headteacher and would involve parents and SENDCo and/or multi agency personnel, as well as all those involved in the incident. The conversation will follow the format in Appendix 7 to negotiate what needs to happen to repair the harm and to ensure it doesn’t happen again.</p> <p>Outside agency involvement If no outside agencies are involved yet, then this will be arranged usually with parental consent. This is likely to include the REDs team and Babcock LDP SEMH team.</p> <p>Individual Relational Support Plan A child who continues to demonstrate behaviours at level 3 or above and the child is not responding to other approaches then it could be decided in the Restorative Conversation to put together an Individual Relational Support Plan. The plan is for the child and sets out ways the team working with him/her can Protect, Connect, Understand and Care for his/her particular needs, to address the unacceptable behaviour being displayed. This will be reviewed regularly with the Pastoral Lead/Head of Learning, as well as used throughout the day with other staff to help support the child to achieve positive behaviour. A RSP is a procedure to follow for school staff.</p> <p>Alternative in-school arrangements At the meeting it may be agreed that part of the plan is for the child to have alternative provision to support their behaviour, e.g. go home for lunch.</p> <p>Internal exclusion Where appropriate, a child will receive an internal exclusion for a fixed period of time. This will involve the child working in a separate area from the classroom under the supervision of a member of the Senior Leadership Team. The child will spend the time completing work set by the class teacher, which reflects the learning taking place in class. If a child refuses to accept the internal exclusion after a session, i.e. between break and lunch then they are at risk of receiving an external exclusion. When a child receives an internal</p>

		<p>exclusion, a member of the Senior Leadership Team will phone the child's parents to inform them of the sanction.</p> <p>External exclusion</p> <p>In rare occurrences the Executive Headteacher may take the decision to give a fixed term or permanent exclusion – see separate section of this policy.</p>
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Rewards and sanction procedures at lunch times

Rewards

Meal Time Assistants (MTA's) should use the same rewards as already described in the rewards table on the previous pages;

Level 1 behaviour = verbal praise, team points, stickers.

Level 2 behaviour = sent to another member of staff for praise.

Level 3 behaviour = sent to Head of Learning or Executive Headteacher for praise.

Sanctions procedure

To prevent poor behaviour at lunchtimes there should be a range of activities on offer to keep the pupils interested and focused. Several staff have attended various CPD sessions about playtime games and activities. There should be a timetabled offer so children are aware of what they can access each day. Some activities e.g. drawing, dressing up, skipping etc should be available each day and then there should be specific sports and focus activities e.g. teaching traditional play-ground games, eco-club etc. on certain days of the week.

Children should be supported to play or to join in with quiet activities. Vigilant supervision on the playground is essential and if a member of staff can foresee a situation arising, immediate action should be taken, in line with our relational approach, to diffuse the situation.

Each lunchtime one MTA will be timetabled as the Key Restorative MTA for that day. Pupils who require support completing 'think sheets' or having focused conversations will go to this member of staff.

Meal Time Assistants (MTA's) should follow the procedure below when unacceptable behaviour at lunch time occurs.

- A last and formal reminder that the behaviour is unacceptable, explaining why.
- If child then stops the unwanted behaviour, make an effort to praise them.
- If appropriate, child to be with an adult, hold hand (depending on age) or be by their side, calmly talking to diffuse situation and building relationship again.
- If the child then continues to behave inappropriately the child is referred to the MTA on duty to carry out an informal restorative conversation. This may result in a personal Playground Report Card (Appendix 10) being completed daily for that child to support them to see improvements in behaviour.
- For Level 3 behaviour (or above) the MTA on duty is asked to provide an appropriate 'Think Sheet' for those involved to complete, either outside or with an MTA inside. At the end of

lunch time these are passed to the Class Teacher, Pastoral Lead or Head of Learning (depending on level of behaviour) for a restorative conversation to take place.

- Similarly Key Stage 2 children who take part in fighting will be asked to complete a 'fighting incident form' (Appendix 11) before they see either the Pastoral Lead or a member of the Senior Leadership Team, which will give them time to reflect on their behaviour and 'cool off'.

Staff Well Being

Staff have had the opportunity to be part of the development of this policy and all staff have been supported in the understanding of the policy and the theories behind it. As the policy is reviewed the views of all staff will be heard and considered so that all members of the staff community are able to affect change. The policy is part of the staff induction procedures.

At regular intervals specific CPD will be offered which is linked to this policy and for staff working with children with more intense behaviour needs additional training will be offered when appropriate.

Within a recent staffing restructure we ensured there were posts for a pastoral lead, mental health lead, hub teacher and SEMH intervention worker. Whilst most of these positions are based at Littleham, the collaborative nature of our federation means that all staff across our five schools can approach them for support and advice.

Staff have a duty to intervene to prevent pupils from hurting themselves or others. There may also be occasions when a child's behaviour poses a serious risk to themselves or others or causes considerable damage to property. The federation has a Positive Handling Protocol and all incidents when a member of staff intervenes physically should be recorded and reported to the Head of Learning or Executive Headteacher (see appendix 13). The form should be uploaded to CPOMS. Staff working with children who are more likely to need positive handling should be given the opportunity to have training in PIPS (Positive Intervention and Prevention Strategies), or know of which staff have had this training, and set up an alert card system to call for support.

It is recognised by senior leaders and governors that those working with children with significant needs are likely to benefit from regular professional supervision, however, with current school budgets this is, regrettably, not affordable. We do however have a staff community which supports one another and looks out for each other's wellbeing. Colleagues give each other time to reflect on their practice – encouraging each other to focus on the identification of strengths, exploring things that are going well and considering coping strategies together. Staff are encouraged to alert senior leadership to colleagues who may need specific support and at this point services from our Occupational Health service can be requested. Staff are also encouraged to contact our Well Being At Work helpline and similar services provided by their trade unions.

Appendix 1

'Examples of Assessment and Planning Tools'

Assessment and planning tools

a) Examples of assessment methods to clarify needs.

Assessment	Who is it for?	What is measured?	How is it measured	Who can administer it?	Strengths
Boxall Profile	Primary and secondary aged pupils with social, emotional and behavioural difficulties	Social, emotional, behavioural development	Two part checklist each consisting of 34 descriptive items	A member of the school staff who knows the child well	Easy to use Indicator for nurture programmes
Strengths & Difficulties Questionnaire (SDQ)	3-16 year olds	Psychological attributes	Questionnaires completed by parents or teacher Self completion form for adolescents	Professional in CAMHS and school staff	Suggests pathways for more specialist assessment Freely accessible on-line
B/G -Steem	Pupils aged 6-13 years old	Self-esteem	Questionnaire completed by the child with yes/no answers	Teachers, SENCOs, trained teaching assistants and learning mentors	Easy to administer and score Assists in the planning and evaluation of interventions
Emotional Literacy Assessment & Intervention	Primary and Secondary versions: 7-11 years and 11-16 years	Emotional literacy: Self- awareness Emotional regulation Motivation Empathy Social skills	Includes optional teacher, pupil and parent questionnaires	SENCOs, teachers, school based professionals	Reassessment allows monitoring of progress and impact evaluation Provides follow up activities for intervention programmes
Butler Self-image Profile	Children aged 7-11 years Adolescents aged 12-16 years	Self-image & Self-esteem	Short self-report scale	Specialist teachers CAMHS Professionals Psychologists	Quick and easy to administer Immediate visual profile
Pupil attitude to Self and School (PASS)	Pupils aged 7-15 years	Assessment of pupil views and attitudes about school, teachers, attendance, curriculum, themselves as learners	A software assessment tool	Teachers and school based professionals	School focus 20 minutes to administer Monitors, tracks and evaluates learner progress
The Communication Trust	All key stages	A one-stop-shop of information, tools and resources to support identification, quality referrals and timely support for speech, language and communication needs	A resource bank of materials	Teachers and school based professionals	Range of materials and threshold indicators Signposts to professional referral route

b) In addition to Relational Support Plans and Responsive Co-regulation plans, the table shows examples of planning tools useful for developing a shared understanding, vision of success and joint action. Information and action points coming from the processes below can be incorporated into the Relational Support Plan.

Planning tool	Who is it for?	Areas of support	Who can facilitate?	Strengths
Circles of Adults	Meeting for school staff supporting children from early years to post 16	Any area of need including SEMH Staff development and support	Educational Psychologist	Process to empower staff to problem solve and come up with/implement solutions. Anecdotal evidence that it improves staff confidence and capacity to support children with SEMH needs.
Solution Circles	Staff working with Early Years to Post 16	Any area of need including SEMH Staff development and support	Educational Psychologist	Supports staff to reflect on and develop their practice.
Person centred planning MAPs and PATH	Staff working with Early Years to Post 16	Any area of need including SEMH	Educational Psychologist	Person-centred planning process which identifies the CYP's dreams, wishes and goals and produces a plan to address these.
REDS (Reducing Exclusions in Devon's Schools)	Any child who is at risk of exclusion from school. Particularly appropriate for CIC and in need.	SEMH particularly those at risk of exclusion	The process is supported by an Educational Psychologist and involves working with a team of adults in school, parents/carers and the child.	

Appendix 2

'Examples of Interventions'

Examples of Interventions

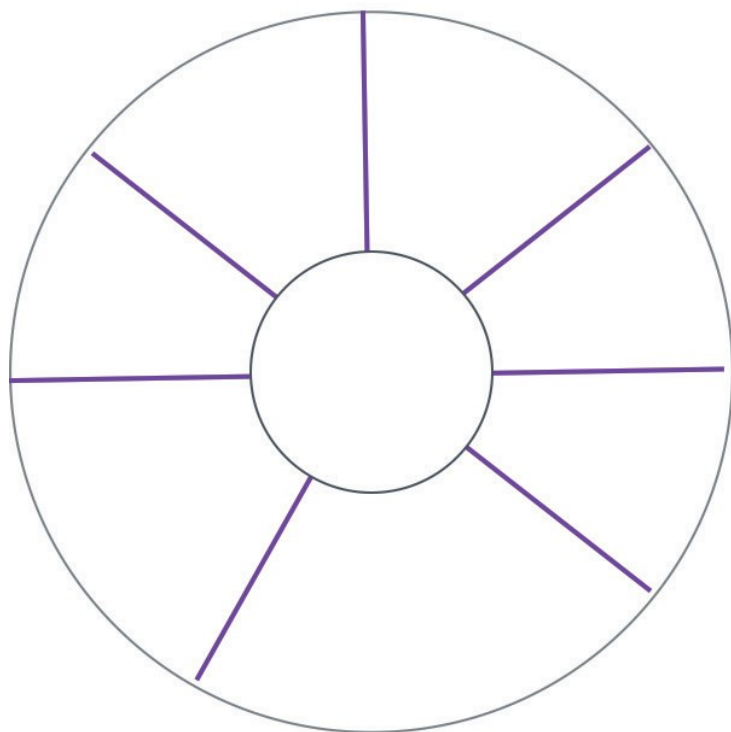
Intervention	Who is it for?	Areas of support	Who can provide the support
Attachment Based Mentoring	Foundation stage to secondary	SEMH Attachment difficulties	TAs Teachers
Coaching	Children of any age	Support for the child to develop a vision of success, identify strengths and steps forward,	Staff in school who have been trained
Social and Emotional Aspects of Learning (SEAL)	Foundation Stage to Secondary	Develops emotional literacy skills for all children	Teachers TAs
Motivational Interviewing	10 years plus	SEMH – particularly to support behavioural change	Educational Psychologist Trained teacher, TA, learning mentor
Nurture Groups	Early Years to Secondary	SEMH	Trained member of school staff
From Timid to Tiger	3 to 11 years	Anxiety	Mental health professionals Trained school staff
Lego Therapy	Primary and Secondary Child needs certain level of language	Autism Social communication difficulties	Communication & Interaction team Educational Psychologist
Overcoming Programme	Parents of CYP from Early Years to Post 16	Anxiety with or without ASC or ADHD	Educational Psychologist
THRIVE	Primary and Secondary	SEMH Attachment difficulties	Teachers TAs
Circle of Friends	Primary and Secondary	Social skills and friendships Social isolation	TAs Teachers
Emotion Coaching	Foundation Stage to Secondary	Emotional literacy Social problem solving	TAs Teachers Learning Mentors
Emotionally Literate Support Assistant (ELSA)	Early Years to Secondary	Difficulties with peer relationships Self-esteem and confidence	Teaching assistants Learning mentors
Free 2 Be Me	Primary	Supports children who have experience of domestic violence	Educational psychologists SEMH advisory teachers

Appendix 3

'Relational Support Plan Proforma'

Relational Support Plan

Name _____ Year Group _____



Strengths Interests Qualities

Protection

Connection

Understanding

Care

Supporting Inclusion

Appendix 4

'Responsive Co-Regulation Support Plan'

Responsive Co-Regulation Plan

Name _____ Year Group _____



State of Regulation	Potential displayed behaviour	Agreed response for Regulation
Calm - <i>Safe/ Socially Engaged</i>		
Mild Stress – <i>Alert/Aroused/ Agitated</i>		
Dysregulated - <i>Mobilised/ Immobilised</i>		
Crisis - <i>Unsafe</i>		

Triggers:

Emergency Procedure:

Signatures

Parent _____ Date _____

Class Teacher _____ Date _____

Head of Learning / SENDCo _____ Date _____

Appendix 5

'Guidance for Completing Relational Plans and Responsive Co-Regulation Plans'

See Shared Staff Drive for further guidance

Process for Creating Relational Support Plans

The Relational Support Plan is a working and evolving document. We recommend that the Core Team meets regularly (at least every 4 to 6 weeks) to revisit and update the plan in place, ensuring the views of the child continue to be captured during this process.

For further guidance on completing Relational Support Plans please see the document 'Guidance for Developing Relational Support Plans'.

Involving The Child

Eliciting the views of the child is the first part of creating a successful plan. It is useful to discover:

- ***Where is the child with things at present?***

Use the scale / cards to explore their perception of school.

- ***What helps them to be successful? What are they doing? What are others doing?***

Who do they feel would be good to have on their team?

- ***What are their interests / qualities / skills?***

When are they at their best?

- ***Encourage the child to consider what their best hopes might be in terms of having some relational support.***

What do they hope changes / gets better as a result of this?

Being curious as to what this means in terms of Protection, Connection, Understanding and Care will be helpful for informing the plan.

Working with The Core Team

The Core Team is made up of adults who already have a strong relationship with the child, or whom it will be beneficial to develop one. The plan is created by this group of trusted adults. The key adult will:

- Share with the team the purpose of Relational work for this child.
- Share any insights from the meeting with the child and their views.
- Complete the team section and the 'strengths, interests, qualities' section of the plan.

- Invite the group to consider when they notice the child is at their best.

As a team complete the plan considering in depth how Protection, Connection, Understanding and Care can be provided through the relational experiences created with the child. If helpful complete the responsive co-regulation plan. As a team complete the plan using the prompting questions.

Invite each adult to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Sharing The Plans

The Plans should be shared with any adults who are likely to come into contact with the child during the school day. The key adult will:

- Share with this wider team of adults the purpose of Relational work for this child.
- Share any insights from the meeting with the child and their views.
- Share any insights from the meeting with the Core Team.

- Invite the team to consider good relational practice that is already in place.

Talk the adults through the plans, sharing key knowledge of the child and understanding of their needs.

Invite all members of this wider team to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Appendix 6

'Relational Approaches'



Relational approach and response to managing disruption in the classroom

Appendix 7

'Restorative Approaches Framework'

A Restorative Approaches Exploration

This conversation is an opportunity to enable the child to learn about themselves and others after an incident has occurred. It is helpful to communicate explicit safety cues and have the PLACE framework at the forefront of your mind at any stage of this process. The more the process feels like a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will be able to learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing. Using soothing (not cross) tones.

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is at developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?"

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time. What does the child need in order to move forward?:

- Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.

Appendix 8

'Think Sheets'

Think Sheet

I was not: following directions staying in my seat
 being respectful being safe
 being responsible listening
 other ...

and: (give details.) _____

I should have: _____

Then _____

From now on, I will _____

Signature: _____ Date: _____

Fixing Broken Rules

The rule I broke was _____

I broke the rule because: _____

What should happen because I broke the rule? _____

From now on, I will _____

My Apology: _____

Signature: _____ Date: _____

Solving Problems

Problem: Write who, what, why and how the problem occurred_____

What was the result?_____

Write two better ways to solve the problem:_____

1._____

2._____

How could I have prevented the problem:_____

In the future I will:_____

Signature:_____ Date:_____

Appendix 9

'Reintegration Meeting Proforma'



Reintegration Meeting Record

Date of meeting:

People present:

PUPIL DETAILS

Pupil's name:

Address:

Date of birth:

Year group:

Name of parent/guardian:

Contact details:

PUPIL DETAILS

Is the pupil in care? Yes/no

Is the pupil subject to a child protection plan? Yes/no

Is the pupil identified as having special educational needs (SEN)? Yes/no

If yes, please give details:

DETAILS OF EXCLUSION

Date of exclusion:

Date of return to school:

Total number of days excluded:

Reason for exclusion:

REVIEW OF CURRENT ATTENDANCE

Attendance this term

Number of days absent:

Attendance (%):

Attendance this year

Number of days absent:

Attendance (%):

TARGETS FOR BEHAVIOUR AND LEARNING				
Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this?	Timescale/review date
Other actions agreed				

ADDITIONAL COMMENTS

Pupil's comments:

Parent/guardian's comments:

School's comments:

Signed _____
(pupil)

Signed _____
(parent/guardian)

Signed _____
(school)

Appendix 10

'Playground Report Card'



Pupil Behaviour – Lunchtime.

Playground Report Card

The Child needs to collect a signature from a named MTA for each positive lunchtime.

At the end of the week, the child needs to take the card to the Head of Learning and discuss the week's progress.

When a child has managed to collect a signature for each day, he/she no longer needs to use this card.

Date	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Date	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Date	
Monday	
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Date	
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Wednesday	
Thursday	
Friday	

Appendix 11

'Fighting Incident Form'



Fighting Incident Form

NAME	DATE
------	------

WHAT HAPPENED?

WHO ELSE WAS INVOLVED?

WHAT COULD YOU HAVE DONE TO IMPROVE THE SITUATION?

WHO COULD HAVE HELPED YOU?

IS THERE ANYONE YOU WOULD LIKE US TO TALK TO? DID THEY SEE WHAT HAPPENED?

SIGNED

DATE

Appendix 12

'Behaviour Log'



Behaviour Log – to be uploaded to CPOMS

Childs Name _____ Date _____ Time _____ Adult _____

Antecedent (What happened immediately before B)	Behaviour (Observed behaviour, child's actions(s), as seen/heard and recorded)	Consequence (What happened immediately after B – record of child/adult conversation?)	Action taken by SLT including record of conversation with parent	Consider changes to environment/practice/ adult deployment

Appendix 13

'Behaviour Incident Report' (For when restraint has been used)



Behaviour Incident Report – to be uploaded to CPOMS
When Physical Intervention Has Been Used

Childs Name _____ Date _____ Time _____ Adult _____

Summary of incident from ABC Behaviour Log	Record of restraint used	Record of discussion with SLT regarding restraint used

Appendix 14

'Theory behind the Babcock LDP Relational Approach'

The guidance draws on research from the fields of Neuroscience, Attachment theory, Trauma research, research into Adverse Childhood Experience, Intersubjectivity, Restorative Approaches and Classroom behaviour management.

In the areas of **Developing Relationships** and **Responding and Calming** we are particularly grateful to the work of Stephen Porges, Dan Hughes, Bruce Berry, Colwyn Trevarthen, Margot Sunderland, Heather Geddes, Louise Bomber and Bill Rogers. In the area of **Repairing and Restoring** we are particularly grateful to Belinda Hopkins, Luke Roberts and Saar Yaniv.

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We have also used evidence and guidance from a number of published publications, with particular reference to:

- Mental Health and Behaviour in Schools (DfE, 2018)
- Timpson Exclusion Review (2019)
- Improving Behaviour in Schools (EEF, 2019).

Appendix 15

'Federation Anti-Bullying and Prejudice Incidents Policy'



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School, Littleham CE Primary School and
Woodbury Salterton CE Primary School**

Anti-Bullying and Prejudice Related Incidents Policy

Responsible for review	
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Due for review: Autumn	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2021			
2023			
2025			

Rationale

Everyone within The Jubilee with Pebblebed Federation has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

We want our schools to have environments which are 'safe, supportive and listening', where all sections of our community (governors, staff, pupils and parents' understand that bullying in any form, and by anyone (adults or children) and anywhere, is unacceptable.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across The Federation.

This document outlines how we make this possible within The Jubilee with Pebblebed Federation.

Definitions of Bullying and Prejudice Related Incidents

The federation works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity based bullying'). **Prejudice related incidents** are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

Protected characteristics:

- Age
- Disability
- Gender reassignment (gender identity)
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation.

Bullying and Prejudice Incidents may take the form of:

Verbal	Name-calling and ridicule such as racist or homophobic remarks.
Visual	Graffiti, gestures, wearing racist insignia or showing pictures.
Incitement	Spreading rumours or encouraging others to participate.
Cyber	Using technology such as text messages, facebook or email.
Segregation	Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.
Physical	Hitting, pushing, unwanted touching, kicking, threatening with a weapon.
Property	Theft or damage to personal property; extortion.

Actions to Tackle Bullying

Prevention is better than cure so within The Jubilee with Pebblebed Federation we will be vigilant for signs of bullying and always take reports of incidents seriously. At Littleham CE Primary School we are using the KIVA approach to anti-bullying, with a view to expanding this across the federation. This uses specific anti bullying lessons to use within PSHE and a specific approach to put into place when an incident, or perceived incident, is reported. See <https://www.kivaprogram.net/> for further details.

We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told regularly during assemblies and PSHE lessons, that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. Staff should ensure pupils are aware of suggested ways to report incidents that are detailed in this policy, and where they can find reporting forms if required.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents (on CPOMS and at Littleham in the Kiva reporting file) and 'the bully' will be reminded of the consequences of bullying behaviour. The class teacher of the victim or, in Littleham School a member of The Kiva Anti Bullying Project Team, will be responsible for this and will be required to give a copy of the report and the action taken, to the Head of Learning. Older pupils may be asked to write a report themselves. If bullying includes racist abuse or other protected characteristics, then it should be reported to the Executive Headteacher to be recorded on the appropriate forms held in the office.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

'Victims' who are worried about openly discussing an incident when the 'aggressors' are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. 'Victims' need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.

'Victims' will have access to a 'Self Report Form'. See appendix 1

Staff should also fill out 'Bullying and Prejudice Related Incidents Form' if the incident relates to a protected characteristic. This is to be given to the Executive Headteacher.

Parental Involvement

Once a perceived case of bullying is investigated and confirmed, the parents of all children involved will be informed of an incident and the action that has taken place. They will be asked to support strategies proposed to tackle the problem. The 'bully' will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used; and at Littleham the screening tool encourages a 'checking in' process with the bully and victim at agreed times during the day/week.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying within The Jubilee with Pebblebed Federation, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have, and will call on, outside resources such as the Babcock SEMH team. This policy is seen as an integral part of our Behaviour and Relationships Policy.

Signs and Symptoms for Staff and Parents

We think that children may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to come to school
- Is alone all the time
- Not doing well in lessons
- Doesn't want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Feels ill in the morning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

Appendix 1

Self Report Form

Pupil Bullying and Prejudice Incident Report Form

It is wrong for anyone to:

- Bully you.
- Take or harm your things.
- Hurt you or call you names.
- Make you feel frightened or stop you from going places.
- Touch you without your permission.
- Be nasty to you (or others) because of your background and how you look. For example, because you are a boy or girl, or because of your skin colour or if you have a disability, or you are gay or because of your religious beliefs.

If you have experienced any of these things please tell us. We are sorry it has happened and want to stop it from happening again.

- You can fill in this form yourself and give it to a member of staff
- You can also speak to a member of staff and ask them to fill in a form for you.

We will respond to your report sensitively.



See it?
Hear it?
Feel it?
Stop it!

What is your name and your class?

What happened to you and who was involved?

When did it happen?

Where did it happen?

Did you tell anyone? Who?

What do you want the school to do?

Appendix 2

Bullying and Prejudice Related Incidents Form –

Send to: reducingschoolbullying@babcockinternational.com

BPRI Form

Details of those involved:

	Target(s)	Aggressor(s)
Names: Please also provide per name: <ul style="list-style-type: none"> • Year Group/Staff/Guardian/Visitor. • Ethnicity (and religion if relevant). • Disability or SEN? • Gender. • Child in Care (CiC)? 		

Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate).	<input type="checkbox"/> Damage to personal property.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Cyber bullying (e.g. text, facebook or email).	<input type="checkbox"/> Threat with a weapon.
<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Theft or extortion.
<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word "gay").	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target's perceived characteristics	<input type="checkbox"/> Related to the perceived characteristics of someone	<input type="checkbox"/> Persistent Bullying

(e.g. their skin colour or learning disability).	the target associates with (family member, friend etc).	<input type="checkbox"/> Other (please describe below):

Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s).	<input type="checkbox"/> Comfort and reassurance.	<input type="checkbox"/> Staff/governor training.
<input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity).	<input type="checkbox"/> Buddying, mentoring or peer support.	<input type="checkbox"/> Class/peer group workshop.
<input type="checkbox"/> Restorative justice.	<input type="checkbox"/> Counselling.	<input type="checkbox"/> Assembly subject.
<input type="checkbox"/> Disciplinary action.	<input type="checkbox"/> Referral to specialist help/agency.	<input type="checkbox"/> Review of curriculum or policy.
<input type="checkbox"/> Notify parent(s)/guardian(s).	<input type="checkbox"/> Notify parent(s)/guardian(s).	<input type="checkbox"/> Campaign e.g. posters.
<input type="checkbox"/> Exclusion.	<input type="checkbox"/> Medical treatment.	<input type="checkbox"/> Letter to parent(s)/guardian(s).
<input type="checkbox"/> Notify police (if criminal activity).	<input type="checkbox"/> Set review dates.	<input type="checkbox"/> Initiative with learning community/loc authority.
<input type="checkbox"/> Other (please describe below):	<input type="checkbox"/> Other (please describe below):	<input type="checkbox"/> Other (please describe below):

Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

--

Form completed by:

Print name	Position	Signature	Date
Name of School and contact details:			

☐ Select if you would like the local authority to contact you about the support available.

Send to: reducingschoolbullying@babcockinternational.com or Reducing Bullying in Schools, Babcock LDP, 2nd Floor, Milford House, Pynes Hill Exeter, EX2 5GF. **Please refer to the BPRI Guide for further information.**

Appendix 16

'Example Learning Hub Behaviour Strategies Document'

Hub Behaviour Strategies

Example Document – Changes each year depending on cohort within Hub

Whenever possible, positive verbal encouragement, praise and support is given. We make sure we praise both positive behaviour as well as learning. For example, coming into school in a positive way, using good manners, saying something kind as well as joining in with planned activities and following their visual timetable.

A sticker is awarded after 3 ticks on their individualised charts. Once their sticker chart is complete, the child chooses something to do from our reward box, such as playing with the bubble wands, extra Funfit time, making a pom pom pet. This reward is discussed with the child and TA in order to find something special that the child enjoys and wants to work towards. The chart is sent home so parents/carers can also be involved in giving positive praise as well as a small reward if they wish.

Where the use of positive reinforcement breaks down, and a child dysregulates in The Hub, the staff will try some/all of the following strategies:

Encourage the child to find a safe space, giving them time to self-regulate. Staff to shadow from a distance.	Sensory room: -use the dark & lights to calm -put on some calming music or story CD -use the space hopper or exercise ball to release energy in Hub courtyard -run/walk outside -use of their own boxes with fiddle toys in
1-1 to try and distract by talking quietly about the child's interests or similar.	-staff to provide a listening ear.
After 20mins, another Hub member of staff will assist and try distraction techniques - Rest of the Hub children to move onto the next activity in view of said child	-picking something in the school allotment -bringing a game within view/funfit -snack time -reading a story - listening to a story tape - musical instruments (AF) - music -personal CD -massage -weight -lights -spinning objects -playing with the objects in their box in front of them
After 40mins, the child is given the option to join in with the next timetabled activity.	-child rewarded for joining in with a tick on their chart. -staff to award the following ticks quickly if child is making positive efforts to join in.

Where a child is at risk of hurting themselves, their peers or adults, the standard PIPS hold can be used.	Child can be moved to a safe space, eg hub courtyard so they can have time to release their frustrations or anger
Reflection time with the child will be given that day once the child has regulated.	-timing will depend on the situation, but before the end of that day.
If child dysregulates for a second time, repeat Step 1 -finding a safe space.	
If child hurts another child or member of staff deliberately, immediate assistance is sought – see Behaviour Policy. If after an hour, the child still isn't showing any signs of regulating,	-SEND team, Pastoral lead or SLT to come and see the situation. -phone call home -if SLT/SEND not available ring Katie Gray.
Reintegration meeting with SLT and Hub lead.	Feedback will be given with 1-1 by SLT.
SLT & 1-1 to talk to child regarding future expectations.	
Every day is a new day and we start afresh.	