



# Positive Relationship Policy

UNICEF Article 19 of the UN Convention on the Rights of the Child (UNCRC). This article focuses on the child's right to protection from all forms of physical or mental violence, injury, abuse, neglect, maltreatment, or exploitation.

Last review:	December 2025
Next review due by:	December 2027



## Core Purpose Statement

- **It is the right of every child** at London Fields Primary School to feel respected, safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- **It is the right of every teacher and adult** at London Fields Primary School to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- **It is the right of every parent** to know that their child is safe, respected, treated fairly and will be supported to develop the skills to enable them to engage positively in our communities.

## Introduction

London Fields Primary School aims to support staff and pupils to develop positive relationships which will lead to a secure learning environment for all. We believe teaching and learning can only take place in an atmosphere of calm purposefulness. This policy gives guidance to all staff to help them achieve this. It also aims to ensure there is a consistency of approach by all adults working in the school.

We aim to promote the following both in the classroom and on the playground.

- Good behaviours- (honesty, perseverance, respect, consideration, politeness, responsibility) both in class and on the playground
- Good manners
- Positive and pro-social values
- Self-esteem and confidence
- Positive and open attitudes
- A sense of responsibility
- An understanding of cause and consequence

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to engage with our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We recognise some individuals sometimes need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. Some of our children, for some or all of the time, will need more of our attention and support than others. All pupils have the right to be educated no matter how challenging their behaviour. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## Rights

We believe that all staff and children have rights.

- Teachers have the right to teach and pupils have the right to learn.
- Pupils and staff have the right to feel respected and safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour

## Responsibilities

### Staff should:

- follow the Code of Conduct;
- notice and reinforce desirable behaviours and attitudes;
- promote, through example, key behaviours;
- consistently deal with behaviour;
- provide a caring and effective learning environment;
- emphasise the importance of being valued as an individual within the group;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- identify reasons and patterns of behaviour;
- accept own role in behaviour dynamics;
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

### Children should:

- follow the Code of Conduct;
- work to the best of their abilities, and allow others to do the same;
- keep teachers informed of incidents.

### Parents should:

- make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- get their children to bed at a reasonable time so that they are fresh for school the next day;
- show an interest in all that their child does at school;
- foster good relationships with the school;
- support the school in the implementation of this policy;
- use the school's complaints policy and procedures to deal with issues;
- encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour.

### Governors should:

- support the partnership between home and school;
- follow (with the head teacher) the school's policy for dealing with exclusions;
- review, monitor and evaluate the implementation of the school's behaviour policy.

## Code of Conduct

All staff and pupils at London Fields follow the Code of Conduct and the Safety and Playground codes.

1. We look after and show respect for the school building and everything and one inside it.
2. We are honest, respectful, polite and responsible.
3. We persevere with things we find hard and don't give up.
4. We are kind to each other.
5. We treat others as we would like to be treated.
6. We work responsibly and collaboratively.

Safety Code	Playground Code
1. Stay on the school premises until given permission to leave.	1. Stay in the appropriate part of the playground
2. Walk on the left when you are inside the school building.	2. Obey and respect all adults.
3. Ask permission before leaving the room.	3. Show consideration to all children
4. Obey fire regulations.	4. All litter must be placed in a bin.
5. Always tuck your chair in.	5. Take care of the playground equipment.
6. When using the stairs walk on the left side in a single file.	6. Play safely.
7. Never stay in a classroom at play or at lunchtime without an adult.	7. Line up straight away at the end of play.
8. Use the toilets properly, and remember to wash your hands.	8. Walk into school.
	9. Always use the correct entrances

Children are encouraged and reminded to use the toilet during break times to minimise the need for any child to go use the toilet during lesson times

## Key principles for positive behaviour

- Good behaviour is linked to good teaching
- Be relentlessly positive with all children
- Be assertive
- Strive for compliance, NOT agreement
- Non-negotiable: Health - Safety - Education – Politeness
- Don't arbitrate (respond to them both equally for the dispute)
- Respond consistently and fairly

We aim to foster the following qualities. These will be recognised on a daily basis in the classroom and playground.

Key behaviours – learning	Key behaviours – social
<ul style="list-style-type: none"><li>• Curiosity</li><li>• Tolerance</li><li>• Collaboration</li><li>• Flexibility</li><li>• Resilience</li><li>• Respect</li><li>• Self-belief</li></ul>	<ul style="list-style-type: none"><li>• Friendliness</li><li>• Sportsmanship</li><li>• Kindness</li><li>• Respect</li><li>• Tolerance</li><li>• Honesty</li><li>• Sharing</li></ul>

## Wellbeing, Mental Health, and Emotional Literacy

At London Fields Primary School, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers; we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health is. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

At London Fields, we also want to equip our children with strong emotional intelligence and literacy which are integral parts of empowering them to manage their behaviour more effectively and protect their wellbeing. 'Emotional intelligence' is a person's overall ability to deal with their emotions, while 'emotional literacy' suggests a person's ability to communicate their emotions through words and read them in others. This then promotes having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt.

## Praise

We want all members of our school community to follow the Code of Conduct and display the desired behaviour attributes because they believe in them and support this policy – not because they will get a reward. Focus instead on using process praise related to behaviour and effort – not achievement (see Teaching and Learning Policy).

Although class teachers may choose to organise class rewards from time to time these must not take the form of toys or sweets.

## Responses

Reflection (see scale of response list for more details)

### **Key Stage One**

If a child has been continually behaving poorly in class or there has been an incident in the playground when a child has intentionally behaved poorly, then the class teacher may decide that there needs to be a reflection time at playtime. The child will stay off of the playground with either the class teacher or the Key Phase Leader. The class teacher will explain to the child why this has happened and explain how the child could have behaved differently.

### **Key Stage Two**

Reflection Times are given in Key Stage Two for the following reasons:

- refusing to follow the transition rules;
- repeated rudeness;
- repeated poor attitude in lessons;
- poor behaviour on the playground.

The teacher decides that reflection time is to be given, and must bring the child to the Key Phase Leader. The cause for the reflection time is not discussed as we do not want to give any more attention than necessary to the negative behaviour.

The child stays in reflection time for the allotted period of time. If the child refuses to come to reflection time or displays anger and a negative response to the sanction, then the period of reflection time is extended.

## Children at risk of exclusion

Thankfully fixed term exclusions are very rare and permanent exclusions are even rarer and are seen by the school as an absolute last resort. If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the Borough's 'Exclusion Guidelines'.

Pupil exclusions may be used in the school for different lengths of time. No pupil should be excluded and left unsupervised at any time. No pupil should be excluded from their curriculum entitlement, e.g. banned from a trip due to behaviour, unless there is a significant health and safety risk in the pupil attending the activity. All such decisions must be taken by the SLT and parents/carers be consulted.

'Time out' is a strategy available to staff & includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Head teacher, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a

period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract may be drawn up which includes this support.

Pupils that breach the school's Behaviour Policy whilst easily identifiable as a student from London Fields, or in school uniform, will be dealt with in the same manner as if the incident had taken place at the school. This includes but is not limited to, travelling to and from school, taking part in any school organised activity including work experience and school trips.

For misbehaviour at any other time, whether or not in school uniform, the school may impose disciplinary procedures if;

- The behaviour or act could have repercussions for the orderly running of the school; or
- if the behaviour or act poses a threat to another pupil or member of the public; and/or
- any such behaviour or act could adversely affect the reputation of the school.

The school follows guidance from the HLT on exclusions.

## **Vulnerable Pupils**

Most children, at some time during their time at school, will require extra support with their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and SLT will be collated to provide the SLT with an overview of pupil progress. If a pattern of worrying behaviour begins to emerge, staff will begin a series of interventions.

Parents will be contacted to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of re behaviours recorded. The SLT/SENCo will discuss with parents strategies to further support their child's behaviour. These may include:

- Individual Education/Behaviour Plans
- Pastoral Support Programmes

## **Monitoring and tracking behaviour**

All behaviour incidents will be recorded online using CPOMs. The Senior Leadership Team will monitor and track the behaviour incidents logged to check for any trends or repeated behaviours which may require action. Behaviour will be recorded using the ABCC chart format to help identify motivating factors and triggers in order for staff to best support the pupils with their behaviour.

## Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

We have adopted The Hackney Education Positive Handling Policy.

## Strategies and Sanctions

All staff must be aware that we are trying to *teach* good behaviour in the same way that we are trying to teach literacy, numeracy and so on. We would not automatically immediately correct a child who had spelt a word wrong if their intentions were generally good. We must not automatically resort to sanctions when a child misbehaves; we need to use motivating strategies.

The following is from the 'Improving Behaviour In Schools' Guidance Report, produced by EEF and underpins the school's culture of supporting children with their behaviour.



Poor behaviour stops teachers teaching so poor behaviour must be stopped. But using sanctions too frequently, inappropriately or too early may actually cause the behaviour to escalate to a greater level.

At stage 0/1 of the scale the use of positive behaviour management **strategies** are absolutely key and underpin the approach to be used throughout the entire scale.

## Positive behaviour support strategies

PIP/RIP



# Praise in Public Reprimand in Private

## Be clear, calm & firm

<p><b>Praise and Positive Re-enforcement</b></p>	<p><b>Making Praise and Positive Re-enforcement</b>  <b>Guidelines for effective use of praise</b> (non-verbal and verbal rewards)</p> <p>When you want to make something clearer to the child, be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is praised, explain what they have done to earn it.</p> <p><b>Again and again and again-</b> particularly to begin with, praise the target behaviour every time it occurs. Keep the delay between behaviour and praise to a minimum.</p> <p><b>The pay-off for “being good” should be greater than for “being bad”.</b></p> <p>Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done. Emphasise what the child has done has had some good effects (e.g. made another child pleased).</p> <p>Emphasise how the child feels good/proud/pleased to have done something so well (i.e. “you really feel pleased with that, don’t you, Jackie”, not “I’m pleased with what you’ve done, Jackie”).</p>
<p><b>Ignoring Unwanted Behaviour</b></p>	<p>Definition: ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of a child's behaviour. How common is it? Very. It is often used for low level undesirable behaviour almost without staff being aware.</p> <p><b>Principles which should govern the use of ignoring</b>          Usually most productive when a child may be deliberately “winding up” staff in order to gain adult attention.          Consistency - staff need to be confident they can ignore longer than</p>

	<p>the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts longest).</p> <p>Consensus - all staff (and other adults) need to follow the same policy. New staff need to learn at what level existing staff have set their “filters”. Begin when it is likely to succeed, e.g. when there are other interesting activities (distracters) going on.</p> <p>Usually, give the child a verbal explanation in terms they will understand at an early stage.</p>
<b>Restitution</b>	<p>Initially use restitution with a child when you are reasonably confident you can obtain success with the child:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relatively minor incident</li> <li><input type="checkbox"/> child not very excited already</li> <li><input type="checkbox"/> element of surprise to child</li> <li><input type="checkbox"/> other staff ready to support verbally (in some circumstances modelling alongside the child)</li> </ul> <p>Give the child a brief explanation: child is old enough to know better, can “make good” (usually in the tone of righteous indignation).</p> <p>Expect only 1 or 2 minutes of restitution.</p> <p>Avoid praise on completion.</p>
<b>SAT</b>	<p><b>Stop And Think</b></p> <p>As well as reminding the children to Stop and Think about their actions, remind yourself.</p> <p>Many behaviour incidents can be avoided by the adult considering their role in the exchange. Consider for example:</p> <ul style="list-style-type: none"> <li>● is the lesson at the right level of challenge (too low or high can result in poor behaviour)</li> <li>● are your expectations and instructions clear</li> <li>● have you given too many instructions in one go</li> <li>● are you failing to predict what might trigger a reaction from a child</li> <li>● are you over reacting</li> <li>● do you have clear and well thought through class room routines that solve most behaviour issues</li> <li>● do you reflect on previous incidents and learn from them</li> </ul>
<b>Plan for misbehaviour</b>	<p>Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room - have easy access to all children.</p> <p>Consider how you seat children – eye contact, potential alliances and factions, and their position in the classroom (towards the front or the back for example).</p>

<b>Take control</b>	Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back - not obviously (over-control) - move around a bit. Or from time to time just move around the classroom and just stand near any child/children causing concern.
<b>Know your class</b>	Learn from previous incidents and plan accordingly. If you have children who get hugely upset when they make a mistake, consider printing extra sheets so if needs be they can start again. If you have a child who is desperately insecure and needs to be noticed, notice them – but on your terms not theirs.
<b>Catch them doing it right</b>	Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. "I see you've got that maths problem right – Great!" Be smart - give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.
<b>Least intrusion into the lesson</b>	Don't make a big deal out of it. Remember they're not doing it to get at you – they're just doing it because they feel like it. (Although if you go over the top in your response – they'll continue as it's fun to get such heavy reactions to something minimal.)
<b>Use non-verbal messages</b>	Maintain firm eye contact at times, raised eyebrow, gestures- so they know that you know what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
<b>Don't get hooked-in</b>	... unconsciously they're either seeking attention, checking out if they can take control here, – would love a power struggle, or maybe they want to impress their peers – all <u>unconscious</u> goals of misbehaviour, – gives them a sense of belonging. – I'm the cheeky one, the naughty one and any such response to these will reinforce the goals of misbehaviour. Just refuse to play their game. You're the teacher. All kids push the limits. Acknowledge this and refuse to get hooked-in. You have no intention of getting hooked-in to such behaviour but keep your response low key.
<b>Managing attitude</b>	If some concern on your part, take one aside, preferably the leader and send a clear "I" message, e.g. "When people mess around in class, I am concerned. No attention = negative impact on learning. I don't want that to happen to you. OK!"  <b>NOTE:</b> As you've been heavily reacting to their behaviour – and you're going to change your response – you may find they'll push you – just to check if you're for real. Stay calm. You are the teacher here. Keep focusing on catching them when they do "it" (anything), right. They just need a gentle reminder and divert by catching them doing it right. No fuss and they'll settle down.
<b>Defusing</b>	Diffusion is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and upset and therefore interrupting the patterns that are likely to lead to challenging behaviour.  Some of the following suggestions may be helpful:-

	<ol style="list-style-type: none"> <li>1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the pupil.</li> <li>2. Address the causes of the behaviour by removing or at least reducing them.</li> <li>3. Help the pupil to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation.</li> <li>4. Distract the pupil by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The pupil needs to have control in making a real choice. They should not be merely directed to do another convenient activity.</li> <li>5. The adult needs to behave reasonably. If a pupil's request is reasonable in the situation then the adult should respond.</li> </ol>
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To be assertive is to be:

- calm
- unemotional
- use a lot of eye contact
- give praise and do these methodically

To be unassertive is to:

- react
- beg
- plead
- show emotion
- show inconsistency

## SCALE OF RESPONSE

**Our scale of responses relates to incidents within a time-limited period.** Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions eg IEP targets, a PSP, increased length of exclusion. Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly. All behaviours below are indicative: we cannot provide a complete list.

Stage	Location	Example Behaviours	Response
<b>0</b> <b>Initial</b>  <b>Supportive</b>	<b>Classroom</b>	-Not settling quickly/lining up quickly -Not walking in line quietly/in correct order -Fiddling/fidgeting -Not looking at teacher -Not responding to whole class hands up signal -Initial off task behaviour -Uniform/dress issue - Calling out	<ul style="list-style-type: none"> <li>● Private, low-key explanation of rule broken.</li> <li>● Calm, clear and supportive re-iteration of expectation to the child</li> <li>● Adult explains the behaviour they are looking for and encourages this</li> </ul>

	<b>Playground</b>	- Running in corridors - Unauthorised access - Not being friendly/sharing - Not playing by rules - Cheek	
<b>1</b> <u>Several</u> repetitions of stage 0 behaviour even after adult interaction	<b>Classroom</b>	Repetitions of above or similar behaviour	<ul style="list-style-type: none"> <li>● Teacher takes the child to a quieter area (for privacy).</li> <li>● Private, low-key explanation of rule broken (calm but firmer).</li> <li>● Re-iteration of expectation to the child, showing disapproval of behaviour.</li> <li>● Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise.</li> <li>● <b>Recorded on CPOMS</b></li> </ul>
<b>Firm</b>	<b>Playground</b>	Repetitions of above or similar behaviour	
<b>2</b> Repetition of stage 0 or 1 behaviour or more serious behaviour	<b>Classroom</b>	- Behaviour which poses a risk to others -Deliberately throwing small objects with intention of breaking them -Damaging school / pupil's property -Leaving class without permission -Repeated refusal to do set tasks -Continued or more serious cheek / challenge to authority -Threatening behaviour - Bullying	<ol style="list-style-type: none"> <li>1. Reflection time with SLT</li> <li>2. Meet with parent/carer to discuss concerns</li> <li>3. SLT/Key Phase Leader to devise support plan</li> <li>4. <b>Recorded on CPOMS</b></li> </ol>
<b>Escalation</b>			

	<b>Playground</b>	Repeated examples of Stage 1 behaviours	
<b>3</b> Senior staff to be involved  <b>Serious</b>	<b>Classroom</b>	<ul style="list-style-type: none"> <li>-Repeatedly leaving classroom without permission</li> <li>-Intentional physical harm to another</li> <li>-Throwing large/dangerous objects</li> <li>-Serious challenge to authority</li> <li>-Vandalism/theft etc</li> <li>-Extreme danger or violence</li> <li>-Running out of school</li> <li>- Truancy</li> <li>- Possession of illegal drugs or substances portrayed or believed to be a danger to pupils' well-being by an adult at LF school</li> <li>- Possession of a weapon considered to be a danger by an adult at LF school</li> <li>- Persistent bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of senior staff</li> <li>• Could mean immediate exclusion/contact with parents</li> <li>• <b>Recorded on CPOMS</b></li> </ul>
	<b>Playground</b>	<ul style="list-style-type: none"> <li>- Intentional serious physical harm</li> <li>- Throwing large/dangerous objects</li> <li>- Theft or vandalism</li> <li>- Sexual actions or statements</li> <li>- Extreme violence/danger</li> </ul>	

## Appendix A: Anti Bullying Policy

### What is Bullying?

Bullying is defined as dominance of one pupil by another or a group of others. It is premeditated and as part of a pattern rather than an isolated incident.

Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the head teacher since further action, e.g counselling or a referral to an outside agency may be necessary.

There are many definitions of bullying, but most have three things in common:

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

This is a definition of bullying that is meant to be read to children (Olweus 1991).

‘A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.’  
Bullying can be:

1. Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad
2. Physical: Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact
3. Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider
4. Cyber: With the technology age a new type of bullying was born; Cyber Bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails.

All of these types of bullying can take the form of Homophobic/Racist/Ability or gender based bullying

### The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences.

Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

## Strategies in Use to Address Bullying

### Preventative Strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football.
- Providing constructive and collaborative play areas.
- Provide pupils with training (e.g. peer mediation) to resolve problems with peers
- For children who are prone to bullying others a circle of friends may be used to help him/her resolve the problem.

### Once a bullying incident has occurred:

- The children are constantly encouraged to tell someone.
- We may involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with a teacher, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems– it depends on the nature and severity of the bullying).
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

### Advice to children about bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No-one deserves to be bullied – remember, you have a right for this not to happen to you.

### Advice to parents/carers about bullying:

If your child is being bullied, they may:

- change their behaviour;
- be unwilling to talk about their day;
- look less happy;
- come home with cuts and bruises;
- not want to wear their glasses;
- take things from home without you knowing;
- avoid certain children or activities, and/or
- be reluctant to come to school

If your child is bullying, they may:

- change their behaviour;
- be unwilling to talk about their day;
- come home with toys and things you have not bought for them, and/or
- have money that you cannot account for.

### **How can parents help to prevent bullying?**

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

## **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the head teacher. The head teacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects. The school's PSHE and RSE curriculum should address these issues systematically. Issues should also be addressed through whole class circle time.

## **Children with sexually harmful behaviour**

Children may be harmed by other children or young people (peer on peer abuse). Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's

sexual behaviour, including any known online sexual behaviour, should speak to a DSL as soon as possible.

## **Appendix B: The 7 Cs**

*From 'Mercury's Child' by Warwick Dyer*

### **1. Catch**

Concentrate so you catch your child being (even a little) rude or delaying or refusing. In a pleasant way correct your child for everything that is not completely acceptable.

### **2. Calm and clear**

State (re-state) what you want in a friendly and calm way, even if you KNOW your child will respond by refusing rudely. You do not need anger for emphasis to make it clear you are being categorical, your Caution (next) will do that for you.

### **3. Caution**

Make sure your friendly words don't give a choice or suggest that you have not really made up your mind, i.e., don't say, "I think you ought to come in now."

### **4. Cut-off point**

If your child does not comply, then caution (warn) your child that you don't want to have to use "X" where "X" is the precise—and small and repeatable—consequence you have decided upon.

### **5. Choice**

State the precise point at which it will be too late for your child to comply: "Come on John, if you haven't gotten your trousers on by the time I come back downstairs, you will lose...."

### **6. Consequence**

Your child chooses to do what you have asked, or chooses to ignore the cut-off-point. If your child has chosen to do what you have asked, go immediately back to being relaxed and OK. Say NOTHING. Don't gloat about your victory—say NOTHING about the fact that they have not done what you asked immediately (or any other sting in the tale remark). It is YOUR system and they have succeeded within it—so be completely satisfied or, if your child has chosen to ignore the cut-off point, then without anger tell your child that the sanction has now been applied. Again say NOTHING more, or else you will give the impression that you have a problem with their choice or— more important— that you do not think your own sanction is sufficient. Your job is to provide consequences and you have done your job—let the sanction do the work. Your child DOES NOT have to comply here and now for the sanction to work. If you are NOT silent (and talk outside the seven C's method), this is the point where you will slip back to your old "battle of wills" approach, and your child will not even notice that you have sanctioned him or her, and will find it easier to defy you.

### **7. Cut all (non-seven C's) talk on behaviour**

"Yes but my child will argue!"

Don't be fazed—this is almost guaranteed to happen at first. If your child argues about being sanctioned, don't be drawn in, or you will give the impression that the sanction is open to discussion. Rather, treat the argument as a NEW behaviour. In other words, if your child is rude or loud, quietly go back to ONE (Catch it) above, and move again through the seven C's. You must make sure that the child's objection to being sanctioned does not prevent it from happening, and make sure that the child's objecting just brings on another sanction. Gradually, in time, (if you follow all the seven C's), he will stop objecting. Say NOTHING

at any time about your child's behaviour except the minimum required while carrying out the seven C's method.

## Appendix C: Rudeness

*From 'Mercury's Child' by Warwick Dyer*

### **Answer the rudeness, not the point being made.**

(Correct the rudeness; don't reply to the point.)

Keeping to this rule is crucial but, at first, very difficult. Arguments loudly and rudely made by our children are very, very seductive. Even when we have accepted that prolonged discussions with our children are fruitless, rudeness will quickly seduce us into a response. Our children are brilliant at drawing us into discussion.

If we stop concentrating on what our children say and focus on the way they say it, their rudeness quickly becomes ineffective and disappears and with it their main means of undermining us. The self-control needed by parents to achieve this is massive. This third rule tells us we must never address the issue being raised if the child is rude. For instance, if the child shouts rudely, "Where's my shirt?" we reply politely, "Holly that sounds rude, darling. I can't answer you if you shout at me."

Alternatively, give them the words and the tone that they should have used; children often have no idea what that tone sounds like...so respond by modelling the words for them.... "Mum, can you tell me where my shirt is, please?"

The child will know that the parent wants him or her to repeat the question with their words. At first he or she is likely to repeat it sarcastically. Being sarcastic is rude—so, again, we gently point out that this is still rude and that the child needs to be polite if he or she wants our help. If the child cannot ask appropriately even with prompting (and they won't at first) then we cannot even listen to what they want—we need to stick to this rule and not waver from it from the very beginning of our new regime, and we need to use sanctions (explained in Chapters 6 and 9) to support the rule. We don't make allowances because this is the first time we have insisted on this; children need to know right from the start that even a little rudeness will no longer work. From the moment the new regime starts we will need to turn this tap off completely.

Parents often get angry and respond to what has been said— when they should do neither. If our child refuses to stop the rudeness, a warning should be given and then a small sanction politely imposed.

This rule is so important that it applies even when it is the parent that wants something, even when we want to explain something crucial to our child. If the child is rude we still stop and politely indicate that they are being rude and what the consequence will be if they interrupt or make more rude comments. Parents need to stay calm. If worst comes to worst, stop; we can warn the child that there will be an extra sanction if he or she does not allow us to finish. The point we are trying to make will, in any case, be completely undermined if we continue while they are being rude.

## **Appendix D: Positive Handling Policy**

### **Please refer to the full policy for further information and reporting formats**

#### **Detailed Guidance**

A member of staff recognizing that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the child(ren) to stop the behaviour and then seek help by any means available.

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

Staff who become aware that another member of staff is intervening physically with a child will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the child if this proves necessary.

A child's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the child and member(s) of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will tell the child being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the child calms down, she/he will be released.

The force used will be commensurate with the risk presented.

All staff should be aware of the school's planned procedures to enable staff to call for help in emergencies (e.g. a member of staff will contact assistant head of school/head of school, either by phone or by sending a child).

Examples of situations where positive handling may be appropriate include:

1. child or young person attacks member of staff or another child;
2. child or young person is fighting;
3. child or young person is engaging in, or on the verge of, committing deliberate damage or vandalism to property;
4. child or young person is causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials or objects;
5. child or young person absconds from school other than at an authorised time.

Refusal of a pupil to remain in a particular place is not enough on its own to justify force.

It would be justifiable where allowing a pupil to leave would:

1. entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property or
2. lead to behaviour that prejudices good order and discipline, such as disrupting other lessons
3. child or young person persistently refuses to follow an instruction to leave a classroom;

- 4. child or young person behaves in such a way that seriously disrupts a lesson, or
- 5. a pupil is behaving in a way that seriously disrupts a school sporting event or school visit

The following approaches are regarded as reasonable in appropriate circumstances:

1. holding for security and to reduce anxiety where there is potential risk, even if the child is not yet out of control. This is best used when the child is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the child as aggression.
2. physically interposing between children
3. blocking a child's path
4. pushing if restricted to situations where reasonable force is used to resist a child's movement, rather than a forceful push that might cause the child to fall over
5. escorting a child by the hand or arm.

#### **Holds to be avoided**

1. holding a child around the neck or by the collar, or in any other way that might restrict a child's ability to breathe;
2. slapping, punching or kicking a child;
3. twisting or forcing limbs against a joint;
4. tripping a child;
5. holding a child by the hair or ear;
6. holding a child face down on the ground

The procedure for physical restraint set out below must always be followed:

1. give the child clear warning. Offer an escape route from the situation, for example, through calming or following instructions;
2. once the physical intervention is judged necessary it should happen quickly, smoothly and confidently;
3. always remain calm and talk in a conciliatory tone. Ignore any abuse and let the high emotional state it run its course;
4. once things begin to calm, it can be coupled with significant changes in restraint; this should be on staff terms, not when demanded by the child;
5. the aim is to talk through the situation and discuss the behaviour that caused the whole episode;
6. the extent of force used should be no more than necessary to control the situation;
7. an incident report should be completed.

There may be circumstances or settings (for example those settings supporting large numbers of children or young people with special educational needs or disabilities where the use of force/positive handling is undertaken on a planned basis, or is likely to be required, given historical patterns of behaviour. In such circumstances the school should

1. Undertake a risk assessment
2. Maintain records as part of a positive behaviour plan 3. Clearly specify the type of intervention to be used and when
4. Secure parental agreement to the plan
5. Review on a regular basis

## **Recording an incident**

A contemporaneous record (i.e. written as soon as possible) should be made by the staff member involved in the incident and a senior member of staff notified.

Similarly, if relevant, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support).

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. the reason that force was necessary;
6. behaviour of the child(ren) which led up to the incident;
7. any attempts to resolve the situation;
8. the degree of force used;
9. how it was applied;
10. how long it was used for;
11. the child's/children's response and the eventual outcome;
12. details of any injuries suffered by either staff or child(ren);
13. details of any damage to property;
14. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. details of follow-up including contact with the parents/carers of the child(ren) involved;
16. details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate.

## **Guidance on keeping educational records**

School will report any injuries to child or staff.


### **Debriefing arrangements**

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The head teacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.



All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

**Arrangements for informing parents**

Parents should be informed of the school's policy regarding positive handling.

Thereafter, a section about the school's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school policy.

Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans and/or Pastoral Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements must be discussed with parents/carers in advance on an individual basis using positive handling plans.

All interventions will be routinely recorded.