



Positive Relationships and Behaviour Policy

(including anti-bullying)

Policy Date	Review Date	Headteacher	Chair of Governors
Spring 2026	Spring 2029	Lesley Briggs	Julia Thompson

Rationale

This policy is designed to support the way in which all members of the school can develop and maintain positive relationships, and flourish and work together in a community where everyone feels happy, safe and secure.

We believe that positive behaviour, self-discipline and self-awareness are an essential foundation for successful teaching and effective learning. A clearly set out Positive Relationships and Behaviour Policy, which is understood and implemented by all those involved with the school, is crucial in ensuring that our school community functions as it must in order to achieve our aims and for all our children at Roundhay St John's to learn and reach their full potential.

This policy should be read and applied in conjunction with the following DfE documents and school policies:

- a) Behaviour in Schools - Advice for headteacher and school staff (Feb 2024)
- b) School Suspensions and Permanent Exclusions in schools from maintained schools, academies and pupil referral units in England including pupil movement - Guidance for maintained schools, academies and pupil referral units (19 Aug 2024)
- c) Improving Behaviour in Schools (25th April 2024)
- d) Keeping Children Safe in Education (September 2025)
- e) Roundhay Safeguarding and Child protection policy (Sept 2025)
- f) Use of Reasonable Force policy (Sept 2025)
- g) Use of Reasonable Force in Schools (effective until 31st March 2026)
- h) Restrictive Interventions, including the use of Reasonable Force, in schools (effective from 1st April 2026)
- i) Suspensions and Exclusions policy (Sept 2025)
- j) SEND policy (Sept 2025)
- k) Working Together to Improve School Attendance (19 Aug 2024)

Our Roundhay St John's Responsibilities

At Roundhay St John's our aim is that all children are **safe, ready and respectful**. These are our **RSJ responsibilities: Be safe, be ready, be respectful.**

Safe	Ready	Respectful
Demonstrate 'safe hands and safe feet' Move calmly around the school building Use equipment properly Use technology responsibly Play in the permitted areas of the school site Wash hands regularly and catch and bin coughs and sneezes When eating, we 'sit, chop, chew'	Demonstrate our Five Roundhay St John's Positive Learning Behaviours - <ul style="list-style-type: none">• I am an active participant• I am independent and responsible• I am resilient• I challenge myself• I work positively with others Follow instructions Engage fully in our learning	Show good manners and address each other politely Consider how our behaviours may affect others Treat others how we would expect to be treated Be self-aware and regulate our emotions Take care of our school environment and our resources

As staff, we aim:

- To promote an orderly and purposeful atmosphere throughout school which is conducive to effective teaching and learning.
- To ensure everyone behaves in a calm, respectful, courteous and considerate manner so as to foster positive relationships within school.
- To model consistent, positive and appropriate behaviour and interactions..
- To educate and encourage pupils to take responsibility for all their behaviour and regulate their emotions (with adult support if needed), acknowledging that they are responsible for the behaviour choices they make and the impact these have on others.
- To support pupils in developing high expectations of themselves, fostering positive self-esteem and self discipline and an appropriate respect for authority.
- To ensure that parents and carers have confidence in the management of behaviour within the school and are able to work in partnership with school to support all pupils to behave well.
- To promote the three core values in our school.

Introduction

As a school community we strive to act with respect, care, consideration and politeness to others and our school has high and consistent expectations of everyone. Supporting the development of good behaviour is the responsibility of everyone in school. Using praise and reward to positively reinforce good behaviour choices is a key element in developing high self esteem and self-discipline in pupils. When negative behaviour does occur, it is seen as a learning opportunity for the pupils concerned to discuss and understand different, appropriate behaviour choices which they could have made and may take in the future.

At Roundhay St John's the staff implement our Positive Relationships and Behaviour policy consistently so that all members of our school community feel safe and happy.

Children with SEND

Behaviour support plans are created for pupils who need support to manage their behaviour. These behaviour plans outline the adjustments in provision, timetabling or adult supervision to address aspects of the school environment which the pupil finds challenging and details ways for pupils to communicate their needs effectively. The child may have Social/Emotional/ Mental Health (SEMH) needs or complex SEND needs and needs a more bespoke approach in helping them to manage their emotions and behaviour. The behaviour plans are reviewed regularly by staff and parents, and pupils where appropriate.

The school works with external agencies in order to further support the children with additional needs. We implement all possible reasonable adjustments in order to meet the needs of these pupils such as additional adult support when needed, implementing particular SEMH and/or learning strategies, or withdrawal for regulation. Staff receive regular CPD updates and training during induction and through their role in order to support them with the behaviour management of pupils who are prone to dysregulation. The headteacher and SEND lead oversee this training and monitor

its effectiveness. Governors monitor behaviour and attitudes of pupils during monitoring visits to the school and the Safeguarding governor and SEND governor are both updated regularly by the headteacher.

The staff at our school create Individual Safety Plans for children who find it difficult to regulate their emotions and are more likely to dysregulate. These Safety Plans are reviewed regularly by staff and parents/ carers, and by pupils if appropriate.

Pupils who are new to our school are introduced to our systems and processes for behaviour management and new parents are encouraged to read a copy of the school's Positive Relationships and Behaviour policy.

Guidelines - Promoting Positive Behaviour

1. The key to inspiring good behaviour in pupils is strong, positive, respectful relationships between adults and pupils in the school. These are developed through fairness and consistency and are underpinned by our Christian values.
2. We reinforce good behaviour choices through praise and reward systems. These are age-appropriate and may include stickers, reward charts, personalised certificates, team points, and verbal praise in class time and also in a wider forum such as a Collective Worship etc.
3. Class teachers ensure that there are clear expectations for behaviour in their class which have been discussed and agreed with the children. In each classroom, we have a poster of **Classroom Responsibilities** in addition to our RsJ Responsibilities of : **Be safe, Be ready, Be respectful.**
4. Aspects of positive behaviour and good choices are discussed and encouraged through PSHE lessons, class discussion time and during restorative practice when staff support pupils after a behaviour incident.
5. At playtime / lunchtime, all staff ensure that all aspects of our Positive Relationships and Behaviour Policy are adhered to. At these times children should:
 - Treat everyone with respect
 - Use our school values in decision-making around their behaviour
 - Ask another child politely to stop if someone is being unkind or doing something they do not like.
 - Always play in designated areas
 - Follow instructions from an adult
 - Be kind to others and play with '*safe hands, safe feet, kind words*'
 - Try to include those who have no one to play with
 - Talk at an appropriate volume when eating lunch in the school hall or snack in the classroom and work together to keep the tables and floor clean and tidy
 - Stay in their classroom and behave calmly and appropriately during wet playtimes
 - Tell an adult if they have a problem
6. Rewards
 - To reinforce positive behaviour, we have a consistent team point reward system across school.

Class teachers may also reward children with stickers. Each week the winning team is announced in our Celebration Collective Worship and these children enjoy an additional playtime. At the end of each half-term the overall winning team celebrates with a non-uniform day.

- Headteacher recognition - children are sent to the Headteacher, when it is appropriate, for special recognition of their effort and/or success through stickers and praise.

Addressing Negative Behaviour

It is part of growing up to occasionally make negative behaviour choices - these are learning opportunities, through which children can recognise which different appropriate choices could, and should, have been made. Children then develop the self-discipline and motivation to make more appropriate and positive choices in the future. It is important to support children to develop positive self-esteem and take accountability in challenging situations and for children to realise it is their behaviour which is unacceptable, not themselves. We support the children to understand that they are capable of making different, appropriate behaviour choices.

Unacceptable Behaviour

We recognise that despite all our efforts to maintain a positive atmosphere, some pupils may exhibit unacceptable behaviour.

Examples of unacceptable behaviour:

- Showing disrespect to an adult in school
- Verbal intimidation of peers or negative comments to others
- Misuse of property - either school's or another person's
- Language choices made deliberately to upset or offend others
- Physical harm on other children or adults in school
- Misuse, or threat of misuse, of school equipment with which to harm others
- Disrupting the education of other pupils
- Endangering the health and safety of themselves or others by failing to comply with guidelines set by the staff

Four Step Behaviour Plan In Class / Around School

The response from staff to this behaviour progresses through a series of four stages in our **Four Step Behaviour Plans** which are adapted appropriately for the age of the children.

Nursery / Reception

1. Verbal warning

Brief restorative conversation facilitated by an adult takes place between the child/ren about what has happened, to take accountability for their part in this, what should have happened and how we can now put this right. Steps 2, 3 and 4 in the behaviour plan are explained to the child.

2. Reflection time supported by an adult

If the child does not modify their behaviour, the child/ren are given thinking time (3 - 5 mins depending on age of child) to consider what has happened and to take accountability for their part in this. Further restorative conversation between adult and child/ren takes place and steps 3 and 4 in the behaviour plan are explained.

3. Independent self-reflection time

If the child does not modify their behaviour, the child is given independent self-reflection time (3 - 5 minutes depending on age) to consider their actions away from the other children. This is to allow the child to reflect on what has happened uninterrupted and how to modify their behaviour going forward. Step 4 is explained to the child.

4. Headteacher and parents notified

If the child does not modify their behaviour, the child/ren speak with the head teacher. The head teacher /class teacher informs parents/ carers what has taken place.

Year 1 - Year 6 pupils

1. Verbal warning

Where necessary, brief restorative conversation takes place between the child/ren about what has happened, what should have happened, to take accountability for their part in this and how we can now put this right. Examples of restorative questions:

1. What happened?
2. What were you thinking about / how were you feeling at the time?
3. Who has been affected by your actions? What impact have your actions had?
4. What do you think needs to happen next to make things right?

Steps 2, 3 and 4 in the behaviour plan are explained to the child/ren.

2. Missing five minutes of playtime

If the child does not modify their behaviour, the child loses five minutes of their playtime. The next steps in the four step behaviour plan are explained and the adult explains how the child needs to modify their behaviour going forward. If the child modifies their behaviour and demonstrates positive behaviour after the sanction has been given, the child will not miss five minutes of their playtime. Steps 3 and 4 are explained to the child/ren.

3. Missing ten minutes of playtime

If the child does not modify their behaviour, the child loses ten minutes of their playtime. The next steps in the behaviour plan are explained and how the child needs to modify their behaviour going forward. If the child modifies their behaviour and demonstrates positive behaviour after the sanction has been given, the child will miss five minutes of their playtime. Step 4 is explained to the child/ren

4. Headteacher and parents notified

If the child does not modify their behaviour, the child/ren speak/s with the head teacher. The head teacher/class teacher informs the child's parents of what has taken place. If appropriate, a plan will be drawn up identifying what action will be taken to support a change in behaviour by the child.

If negative behaviour persists or becomes a threat to other pupils or staff, an internal exclusion will take place where a pupil spends time away from their peers and is supervised by a staff member. Parents will be informed and this stage will usually result in a meeting with the child's parents. Staff members use the school's CPOMS online platform to record negative behaviour by pupils and all safeguarding concerns about pupils.

Significant and serious negative behaviour, involving violence, bullying or prejudicial behaviour, may result in some stages being omitted or accelerated progress through the above stages.

Serious incidents

All serious incidents will involve the headteacher and will include a phone call home to speak to parents/carers and to invite parents/carers into school for a meeting. Serious incidents may result in a fixed term suspension or a permanent exclusion.

Examples of behaviour that are considered to be serious incidents:

- extensive bullying behaviour
- peer on peer abuse, sexualised language or behaviour
- fighting
- racist, sexist, homophobic comments, comments regarding sexual orientation or disability or any related abusive actions
- serious challenge to authority
- verbal abuse to another person
- impulsive injury or malicious physical assault to another person
- significant damage to school property
- misuse, or threat of misuse, of school equipment with which to harm others

Use of reasonable force

At Roundhay St John's the staff seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support and create an inclusive environment. Staff members use their knowledge of the individual pupils well to help to identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and use proactive strategies to reduce the likelihood of restrictive interventions being used. We work with the pupil, parents and other professionals to develop bespoke prevention and de-escalation strategies.

Roundhay St John's Church of England Primary School adheres to and implements the following guidelines regarding the use of reasonable force from the DFE documents: Use of Reasonable Force in Schools (effective until 31st March 2026) and Restrictive Interventions, including the use of Reasonable Force, in schools (effective from 1st April 2026).

What is reasonable force?

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Our school follows the Use of Reasonable Force guidance in **Keeping Children Safe in Education (KCSIE) 2025** which states: ‘There are circumstances when it is appropriate for staff in schools and colleges to use ‘reasonable force’ to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

Removal of a pupil and/ or Use of Reasonable Force

In cases when a pupil is being disruptive or is dysregulated, de-escalation strategies are always used by staff to regulate a child in the first instance. When a child’s dysregulated behaviour becomes a safeguarding risk to themselves, other pupils and/or staff, removal of a pupil from a classroom may be used as a response. It may be necessary in some cases to firstly remove the rest of the class from the learning space to maintain the other pupils’ learning and safety.

The removal location is in an appropriate area of the school and has the appropriate resources, is a suitable place to learn and refocus and is supervised by trained members of staff. Removal of a pupil from a classroom/learning space/playground is used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high or prolonged level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

The reasons which have led to the pupil being removed are transparent and known to all staff. The

pupil will be reintegrated back into class if, and when, it is appropriate and safe to do so. Removal from the classroom is considered a serious sanction and it is only used when necessary and once other behavioural strategies in the classroom have been attempted. Use of reasonable force by staff is only used when it is necessary and to ensure that a child and/ or others are safe.

The school adheres to the guidance in the two DfE documents, Use of Reasonable Force in Schools (effective until 31st March 2026) and Restrictive Interventions, including the use of Reasonable Force, in schools (effective from 1st April 2026).

Use of reasonable force (or Restrictive Physical Intervention) is always recorded on the school's Use of Reasonable Force record and is provided for parents during discussion after an incident has taken place. This information is also shared with governors. There will be times when school staff may need to use restrictive interventions, and the decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following: Is it necessary? Is it proportionate? Has the pupil's welfare been considered?

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion is only used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not implemented by staff through threat of punishment. The place to which the pupil is confined is safe and does not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion is recorded and reported to the child's parents and governors.

Suspensions and Permanent Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher is able to use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

If the Headteacher suspends/excludes a pupil, they will inform the parents immediately, giving reasons. Parents can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil,

headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. The headteacher takes steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

The school uses the following DfE guidance in conjunction with this policy: Behaviour in Schools - Advice for headteacher and school staff (Feb 2024)
<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Suspensions and Permanent Exclusions from maintained schools, academies and pupil referral units in England including pupil movement - Guidance for maintained schools, academies and pupil referral units (Aug 2024)
<https://www.gov.uk/government/publications/school-exclusion>

Searching without consent

This section of our Positive Relationships and Behaviour policy follows legal guidance around the right for staff to search for knives or weapons, alcohol, illegal drugs and stolen items, referred to in Section 550ZA of the Education Act 1996 as 'prohibited items'.

Establishing Grounds for a Search

1. Teachers can only undertake a search without consent of the child or the head teacher if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, or they believe there is significant risk associated with the item(s). The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. Banned items:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person. (This includes items which have been manipulated by a pupil to make them harmful)
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

[Searching, screening and confiscation in schools - GOV.UK](#) (July 2023)

Anti-Bullying at Roundhay St John's C of E Primary School

Definition of Bullying

Bullying is a continuous pattern of behaviour by one person or a group of persons towards another person which is designed to hurt, injure, embarrass, upset or cause distress to that person. It is premeditated and persistent and there is an imbalance of power making it hard for those who are being bullied to defend themselves. At Roundhay St John's we used the acronym 'STOP' to support the children's understanding of the definition of bullying.

S - Several

T - Times

O - On

P - Purpose

Forms of bullying

Including but not limited to:

- Physical - punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will
- Verbal - malicious teasing; insults about race, religion or culture; offensive name calling or comments
- Indirect - spreading rumours or stories about a person; being left out, ignored or excluded from groups
- Electronic/cyber bullying - via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- appearance or health conditions
- home circumstances

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems.

The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
 - Unwilling to go to school and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports our school in identifying children who are at risk of engaging with this type of behaviour. This enables our school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and wellbeing of children who bully is key to selecting the correct responsive strategies and to engaging the appropriate external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

Our Aims

Our aim is to involve the whole school community in developing and promoting a whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure

environment in our school; a climate where children can tell others how they feel. Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe', they must tell someone.

We strive to:

- Make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- Encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
 - Respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- Apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- Support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- Safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem
- Address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
 - Ensure all staff are trained and supported to enable them to model positive relationships
 - Regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- Provide a curriculum framework for Personal Social and Health Education and Citizenship which includes learning about bullying, diversity, discrimination and personal safety.

School Action/Procedures

All incidents of bullying, which are reported to school staff, will always be dealt with and recorded on CPOMS. The head teacher keeps a record of all incidents. Each incident is handled individually once the problem and the children have been identified. The school ensures each adult is committed to recognising and putting an end to acts of bullying or harassment.

- All staff are informed
- All actions are recorded
- Parents/ carers are informed
- Full investigation including monitoring is carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases
- Persistent occurrence will necessitate the involvement of outside agencies

Responding to Incidents of Bullying

The procedure and stages in responding effectively to bullying at our school are:

- Monitoring and recording behaviour and relationship issues

Our school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Positive Relationships and Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

- Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the staff member acknowledges their concerns and that the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

- Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, a staff member records the incident on CPOMs.

When an incident of bullying is reported, our school endeavours to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables our school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

- Deciding upon a response

After listening to the account of the targeted child, our school will discuss an appropriate course of action with the child. All incidents of bullying will be responded to in a timely manner and investigated and the child's parents will be consulted.

- A Restorative Approach

Where appropriate, and in most cases of bullying, our school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves the perpetrators of bullying, being supported to focus on their unacceptable behaviour in an emotionally intelligent way and ensures that the children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

- Sanctions

Where a restorative approach has been unsuccessful in preventing further bullying incidents, the use of sanctions will be considered e.g. in cases of serious bullying such as where violence has been used.

Sanctions will be applied fairly and proportionately taking account of any special educational needs or disabilities that the child may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what they have done is unacceptable
- Deter them from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

Responding to incidents of cyberbullying

Our school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Following Up / Supporting and Monitoring

After following our school's procedures for responding to an incident of bullying we will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying.

Our strategies include:

- Providing opportunities for class discussion time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way
- Accessing support from external agencies and professionals
- Providing additional SEMH support for children through the Thrive Approach

Delivering the Curriculum for Positive Relationships and Anti-Bullying

Our curriculum plays a valuable role in preventative work on bullying. The PSHE curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify, manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

The staff, headteacher and governors will expect the support of parents in implementing the Roundhay St John's Positive Relationships and Behaviour policy.

