



# THE BEDIFFERENT FEDERATION



# RELATIONSHIPS AND BEHAVIOUR POLICY

**Mrs N Bull and Mrs E Bhogal**  
**Chief Executive Headteacher**  
**September 2024**



## **Rationale**

Schools can and do make a difference to children's behaviour. The ethos of the school is the pivotal focus for the management of children's behaviour. Within the BeDifferent Federation we have high expectations of conduct and behaviour.

We are a school that has identified Social, Emotional and Mental Health Learning as a key focus for our work with all children and adults. We actively support children in understanding and managing their feelings, working collaboratively, motivating themselves and demonstrating resilience in the face of setbacks. We are committed to the Social, Emotional Aspect of Learning and the Strengthening Minds programme that aims to promote positive behaviour and effective learning for all children.

We believe that good behaviour is learned and is as legitimate an outcome of the process of education as academic success.

Our innovative Curriculum promotes the values of mutual respect, self-discipline and social responsibility. The aim of our Curriculum is to explore the link between the mind and the body, establish the link between mindfulness, mental health and wellbeing and to introduce some mindfulness strategies to the children. We believe that these strategies can best be achieved within a caring, supportive environment where relationships display genuine care, trust and understanding and the parameters of acceptable behaviour are clearly understood by the whole school community. We believe that every child has the potential to independently make good choices and be the best version of themselves. However, we also appreciate that maintaining these expectations is not always possible. There will naturally be times when children need support and guidance on how to self-regulate and interact effectively and positively with others. To ensure children develop these skills, we believe in the importance of explicitly teaching them how to positively build their character through themes of perspective, responsibility and emotional regulation. This will be achieved through assemblies, classroom practices and our culture to support and nurture the mental health and wellbeing of our school community.

All members of staff work together to adopt a positive, consistent approach to managing behaviour with the emphasis placed upon reinforcing appropriate behaviours and choices. Behaviour that is inappropriate, unacceptable or detrimental to the well-being of any member of the school community will be dealt with firmly but fairly at all times.

Our Relationship and Behaviour Policy is not primarily concerned with rule enforcement. Rather, it is a tool used to promote positive relationships so that people can work together with the common purpose of helping everyone learn. In order to achieve this, we apply restorative approaches to low level arising incidents (friendship breakups, disputes over games, running in school and not responding to reasonable adult requests), which encourage everyone to take responsibility for their behaviours.

Our children are expected to abide by the **Children's Choices** (see page 4) so that the BeDifferent Federation can be a safe and happy place in which to work and learn.

We believe that families and the school must work in partnership, if our Behaviour For Learning Policy is to succeed. Parents have the right to expect that the school will provide a harmonious environment in which their children can learn, play and develop increasing social awareness. Parents must share responsibility for the behaviour of their own children by supporting the staff of the school in the maintenance of discipline.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

These principles relate to other relevant school issues such as bullying, racial, sexual and homophobic harassment and attendance.

Children, staff, families and the Governing Body share a collective responsibility for promoting a high standard of behaviour within the BeDifferent Federation. We believe that by working together we can promote positive values within our school.

## **Fundamental principles**

### **All members of our school community have the right to:**

- feel secure and safe
- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness
- be treated with empathy.

## **Objectives**

### **Our children will:**

- show respect for themselves and others
- enable teachers to teach and other children to learn
- take responsibility for their own actions
- show pride in their school.

### **Our teaching and support staff will:**

- build trust by creating opportunities for children to discuss issues and enable all involved to have a chance to speak and share their views within a safe environment
- focus on 'connecting' before 'correcting' through the use of empathy, mirroring and actively listening
- welcoming, appreciating and celebrating diversity to create inclusive and supportive learning environments
- schedule time for relationship building activities
- model positive behaviours when interacting with adults who work in the school
- adopt positive approaches to managing children's behaviour
- be consistent in their management of children's behaviour
- present appropriate role-models to our children by dealing fairly and rationally with instances of inappropriate behaviour
- genuinely listen to grievances and show sensitivity to children who are distressed.

### **Our Senior Leaders will:**

- meet and greet our children at the beginning of the day
- be a visible presence across the school and especially at transition times
- celebrate staff, leaders and learners whose effort goes above and beyond expectations
- regularly share good practice
- support staff in managing learners with more complex or entrenched negative behaviours
- use behaviour data to target and assess school wide behaviour policy and practice
- regularly review provision for learners who fall beyond the range of written policies.

### **Our families will:**

- work closely with the school to ensure that children do not experience conflict between home and school as to what is acceptable behaviour
- support the Chief Executive Headteacher and staff in their management of children's behaviour
- share concerns about their own child's or other children's behaviour so that home and school can work in partnership to find solutions
- encourage their children not to 'hit back' as this is against the Children's Choices and often escalates situations.

### **Our Governing Body will:**

- appoint a Governor responsible for the monitoring, evaluation and review of all behaviour management strategies
- agree, and review, the general principles which underpin this policy
- support the Chief Executive Headteacher and staff in the implementation of the Behaviour For Learning Policy
- liaise with the Chief Executive Headteacher and staff over issues of discipline that may affect the smooth-running of the school
- liaise, where necessary, with parents who have concerns regarding matters of discipline within the school
- through the Chair, act as intermediary in the rare instances when matters of discipline cannot be satisfactorily resolved between home and school.

## **Childrens' Choices**

Within the BeDifferent Federation we choose to:

- **behave excellently**
- **respect each other**
- **follow instructions**
- **listen when others are speaking**
- **work hard and learn**
- **be kind to others**
- **tell the truth**
- **look after our school**
- **keep hands, feet and objects to ourselves**
- **move slowly and carefully around the school**
- **take responsibility for our own actions**
- **learn from our mistakes-this is how we learn and grow**
- **be polite and have good manners**

- **open the door for each other**
- **take risks in our learning**
- **think before we act**
- **share**

Class teachers will devise specific classroom rules based on the Children's Choices appropriate to their children's ages and their particular classroom organisation.

## **The Behaviour For Learning Policy**

Our policy is based upon the premise that children, staff, parents and the Governing Body share a collective responsibility for maintaining high standards of behaviour in school.

Children are encouraged from an early age to behave in an acceptable manner and as they mature are expected to take increasing responsibility for their own actions and choices. We aim for all our children to leave the BeDifferent Federation demonstrating both self-discipline and a well-established sense of responsibility to others.

Children are more likely to develop self-discipline when there are clear guidelines as to what constitutes acceptable behaviour, when they receive praise for behaving appropriately and when they can be confident that the adults around them will deal with unacceptable behaviour in a fair and consistent manner.

To ensure a safe and happy environment where children can learn and play together it is essential that a set of clear and simple rules should be observed by all of our children. Our Children's Choices are designed in such a way as to be understood by even our youngest children.

## **Consistency of approach**

In implementing this Relationship and Behaviour policy, the BeDifferent Federation acknowledges the need for consistency.

Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: ensuring 'certainty' at the classroom and Senior Management level. Never passing problems up the line, with teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.

Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent expectations: referencing and promoting appropriate behaviour.

Consistent respect from the adults: even in the face of disrespectful learners.

'Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.' **Paul Dix**

## **Positive Behaviour Management**

In the BeDifferent Federation we believe in promoting a '**learning culture**'.

'The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does.' **Paul Dix**

A learning culture requires positive feedback, which in turn raises self-esteem. A rise in self-esteem leads to a rise in confidence, which enables a child to be successful. Within the BeDifferent Federation the language of achievement is ritualised to become the reward. **Communicating the achievement to the child replaces most external rewards unless a child is following a Behaviour Modification or Intervention Programme.**

All teachers and support staff working in the school will follow agreed whole-school strategies for promoting positive behaviour:

- meet and greet children as they enter the school/classroom
- record all incidents on an incident form
- never ignore or walk past learners who are making / displaying poor behaviour choices
- **encourage** children who are behaving well

- encourage children to seek to want to be included in the Chief Executive's/Head of Schools **Achievement Book**. A time is allocated when a child will receive encouragement for a great piece of work or for positive behaviour. Such achievements may be celebrated in an assembly where the focus will be on the **'learning'**
- send a fortnightly **WOW card**, which enables a member of staff to send a personalised card home in the post, celebrating a specific achievement that they are proud of
- **share** a special piece of learning with a partner class or with the parent at the end of the day
- **display** that special piece of learning
- occasional use of extra privileges e.g. an extra turn on the computer/additional playtime/more planned opportunities for Mindfulness.

All teachers and support staff working in the school are familiar with the following agreed specific strategies for promoting positive behaviour with younger children.

### **Foundation Stage and Key Stage 1**

- Whole class rewards to accumulate visually in the form of rockets, smiley faces etc. for **achievement in learning** or **behaviour**.
- Whole class rewards to involve a **development in learning** e.g. sharing stories, parachute games etc.

### **Circle Time**

All teachers build Circle Time into their Personal, Social and Health Education Programme (PSHE). The purpose is to provide children with an opportunity to discuss feelings or problems in a 'safe' environment and to assist each other in reaching solutions.

**School Engine** (Singlegate Primary School)

**The Voice** (William Morris Primary School)

**Lonesome is Listening** (Lonesome Primary School)

A direct result of a circle time session is the formation of The School Engine/The Voice/Lonesome is Listening (children powering the school). This involves all of the children in the school. This circle time will be overseen by the classteacher who will listen to children's concerns and discuss issues that contribute to school



improvement. Discussions will be summarised during this session and will be recorded in The School Engine/The Voice/Lonesome is Listening Book. Children in Key Stage 2 will be given the opportunity to be the class scribe and in the Foundation Stage and Key Stage 1 the teachers or teaching assistants can record the main idea/s and issue/s.

These books are then given to the Head Boy and Head Girl who will discuss all class issues with the Senior Leadership Team. The Head Boy and Head Girl may report back to the school during a whole school assembly or this will be led by the Head of School. The Head Boy/Girl and /or Deputy Head Boy/Girl will occasionally be invited to Full Governing Body meetings to present/discuss newly planned initiatives and will also be involved in the selection and recruitment of new members of staff.

## **Behaviour Modification**

Occasionally, it may be necessary for individual children to have an individual behaviour target. This will be negotiated with the parents/carers and child together and reviewed regularly as part of a Home School Partnership Book or Passport to Success. If a child's behaviour is still giving cause for concern, the **Inclusion Leader may be consulted.**

## **Leavers Award**

This scheme has been devised for use in the second half of the summer term as a positive behaviour management strategy for Year 6 children. All Year 6 children are eligible and can contribute in a number of ways by showing good citizenship, around the school. Two winners receive a Chief Executive Headteacher's Prize.

## **Managing Classroom Behaviour**

The previous section suggested a number of ways in which teaching/support staff could actively promote positive behaviour strategies which are used throughout the school or with different age groups.

In addition to these 'agreed' strategies, all teachers will wish to ensure that their classrooms are orderly places where they can teach and their children can learn. Consideration of the following strategies may be helpful:

- maintain a tidy learning environment
- have resources accessible to the children-make sure that you have enough of everything

- plan seating/groupings/the order of lining up etc. carefully
- visual access to the interactive whiteboard
- share the structure of each lesson
- establish clear routines
- make sure resources are easily available and accessible
- ensure that all adults can see what is going on
- do not let individual children monopolise your attention
- when appropriate, move around the class rather than have large numbers of children queuing for attention
- make sure that there is an appropriate match between the curriculum and the ability of individual children
- praise appropriate behaviours
- try to discourage attention-seeking behaviours by providing children with acceptable alternatives
- have a clear and consistent baseline regarding acceptable noise levels for different activities
- agree a signal/command for gaining the attention of the whole class
- try to minimise the aimless movement of children around the class and all aspects of off-task behaviour.

## **Managing Playground Behaviour**

Teachers and other adults involved in playground supervision are responsible for ensuring that the children play sensibly and safely. Playtimes should be enjoyable for everyone, providing opportunities for all children to experience a range of social interactions, to explore the environment beyond the classroom and to develop physical skills. A team of Year 5 Playground Leaders (PALS) resource and support a variety of play activities with children of all ages and this allows for a variety of child-led interactions. Appropriate playground behaviours are most likely to develop when children know what is expected of them, management is consistent and adults are alert to potentially unsafe practices. Appropriate playground behaviours are discussed during circle times, whole school assemblies etc. Consideration of the following strategies may be helpful:

- move around so that you can see what is going on
- intervene if games appear to be getting out of hand
- do not let individual children monopolise your attention
- positively encourage children to engage in appropriate games
- carry out routine checks on areas which are off limits for play e.g. toilets, classrooms
- be consistent in your management. Agree which types of play are acceptable and safe. Children need to know that all adults will deal with unacceptable actions in the same way
- initiate and support playtime activities.

## **Children's Support Systems**

Children have a voice and can express their thoughts about behaviour through a number of systems including The School Engine, The Voice, Lonesome is Listening, the Playground Leaders (PALS) and the Playground Peacemakers.

'If you want to make peace, you don't talk to your friends. You talk to your enemies.'

## **Mother Teresa**

To ensure consistency, restorative approaches to managing low level conflicts will be explored by the Year 6 Playground Peacemakers, when an incident arises on the playground. The fundamental focus of these discussions is to facilitate peer mediation.

Peer mediation brings those harmed by conflict and those responsible for the harm into communication. It enables everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Children voluntarily engage in a supportive discussion led by trained peer mediators.

Peer mediators will help to defuse the conflict by allowing each child to:

- define the problem from their point of view
- identify and express their feelings and needs
- hear the feelings and needs of the other person
- acknowledge each person's viewpoint
- create solutions
- agree a course of action

Mediation is not about deciding who's 'wrong' or 'right', allocating blame or giving advice. Instead, peer mediators support children with working out a way forward which is mutually acceptable to them. The principles for this include:

- Resilience – supporting children to develop emotional resilience
- Respect – respect for everyone by listening to other opinions and learning to value them
- Responsibility - taking responsibility for your own actions
- Repair – developing the skills within our school community so that those involved have the necessary skills to identify

solutions that repair harm and ensure behaviours are not repeated

- Re - integration - working through a structured, supportive process that aims to solve the problem and allow children to remain in the mainstream setting

If incidents are sustained or re-occurring, a restorative conference may need to take place with those involved. Adult intervention will also be required at this stage. Actions to repair the harm will be reasonable and related to the incident and will be chosen and agreed between all participants involved. Feedback to families will be given, when a child has been harmed too. It should always be made clear to families that the situation was dealt with in a restorative manner and that the situation is finished now, as all parties involved left feeling the situation had been resolved.

## **Managing Inappropriate Behaviour**

We believe that by promoting positive behaviour throughout the school the majority of our children will develop self-discipline and learn to co-operate with others at all times. It is, however, acknowledged that some children may exhibit inappropriate behaviours from time to time and that some form of punishment or sanction will be necessary, e.g. a text home, detention etc. These sanctions must be supervised by the class teacher in consultation with the Senior Leader.

Minor or occasional infringements of Children's Choices should be dealt with immediately, in a fair and consistent way, by any adult witnessing them. Persistent failure to observe the Children's Choices and all serious incidents should be recorded on the school Incident Forms.

Any member of staff experiencing difficulty in managing the behaviour of individuals or groups of children in any situation must discuss the matter with a Senior Leader. This is a sensible precaution for avoiding long-term difficulties or more serious incidents.

Where inappropriate behaviour can be linked to peer-group pressure it is important that ringleaders should be identified and dealt with.

In the long term it is important to identify **why** inappropriate behaviour is occurring and to address the causes, rather than merely trying to manage the outcome.

## Managing Minor Incidents

Teachers and other supervising staff should use their own judgement when dealing with minor incidents. If a punishment is considered necessary this should be appropriate to the seriousness of the incident and the age of the children.

### Procedures

- Make the child **aware** of the bad choice that has been made
- Remind him/her **why** the behaviour is unacceptable
- State **how** the child should behave (this may be discussed in a one-to-one situation outside of the classroom)
- If appropriate, make links with the zones of regulation
- **Praise** the child when they positively change their behaviour, acknowledging the positive change
- Explain what action (if any) you are taking
- Classteacher to complete a template behaviour slip to enable the office to communicate with home
- Supervise any resulting punishment, if another two warnings are given-miss part of a playtime
- Allow the child to return to the work/play situation when the punishment, if any, is completed
- Seek advice from the Inclusion Leader or member of the Senior Leadership Team

## Managing Serious Incidents

Occasionally staff may be called upon to deal with a more serious incident or a child who persistently and deliberately refuses to abide by the Childrens' Choices. The following are considered to be serious incidents and should always be reported to a member of the Senior Leadership Team:

- fighting and deliberate physical attacks on other children
- bullying or threatening other children
- verbal abuse towards other children including unkind comments about their families or home
- racist, homophobic comments or harassment of other children on racial grounds
- physical or verbal aggression
- leaving school premises without permission
- stealing, vandalism or deliberate damage towards school or other people's property
- repeated disruption of class lessons which prevents a teacher from teaching effectively and other children from learning

## **Procedures For Dealing With Serious Incidences**

The first adult called upon to deal with a serious incident or emergency should:

- remain calm
- listen to what the child or children have to say (particularly important if you are not a witness to the incident)
- ensure that **all** parties involved in the incident have been identified
- record facts on an incident form as soon as possible after the event
- make facts available to the member of the Senior Leadership Team called upon to deal with the incident
- if a child has been injured it will be necessary to complete an accident report form. Parents are always informed if a child is injured at school. This may be in the form of a telephone call or a letter home written by the Chief Executive Headteacher, although the adult who first dealt with the incident may be asked to verify the contents.

## **SANCTIONS**

### **Lunchtime**

The severity of the punishment should match the seriousness of the incident. The following range of sanctions have been agreed:

- short periods of time out e.g. standing by an adult/standing by the wall
- loss of privilege e.g. basketball/skipping/football
- minutes deducted from playtime or an lunchtime inside
- detention if the incident is physical
- short set tasks with a clear purpose e.g. write a letter of apology
- report to the class teacher who will follow up the incident
- report to a member of the Senior Leadership Team

### **In the Classroom-use of the Learning Ladder**

- verbal warning (3 in one session)
- text home
- move to another area of the classroom
- loss of minutes from an activity or playtime
- time out in another class with appropriate work

- fixed term internal exclusion to an allocated class with appropriate work, having sent three texts home in one day
- time out with a member of the Senior Leadership Team
- fixed term internal exclusion to another school in the BeDifferent Federation

## **Social, Emotional Aspect Of Learning/ Strengthening Minds/ Off The Record intervention (ELSA)**

In addition to whole school/class Social, Emotional Aspect Of Learning and Strengthening Minds activities, small group sessions are planned. This group work supports an early intervention approach for children who need additional help to develop their social, emotional and behavioural skills. The intervention is based on the principle that some children will benefit from exploring and extending their social and emotional and behavioural skills by being members of a supportive group that is facilitated by a teaching assistant. This group builds on and enhances the curriculum being offered to each child within the whole class setting.

### **The nurturing approach**

In support of positive behaviour management intervention, the Family Support Worker and the Inclusion Leader work closely with an individual and groups of children to support their emotional and social development. Nurture sessions are planned to improve children's self-esteem, cooperation skills, social strategies and communication skills.

Children are identified by the Inclusion Leader and the class teacher together and bespoke sessions are planned for the children on a weekly basis according to individual social and emotional targets. This Nurture facility ultimately supports more effective learning in the classroom.

### **Behaviour and Attitude Modification Programme**

Specific behaviour and attitude modification programmes are planned, monitored and evaluated by the Leadership Team for children who require intensive social and emotional support.

Groups of children may be identified and withdrawn from their own classroom environment to achieve agreed criteria during planned activities that match work planned for the rest of the class. Children

may also be supported in the transition from home to school. Small group intervention supports the self-management of targeted behaviours and attitudes essential for maximum achievement in the classroom environment alongside their peers. An accumulation of criteria is closely monitored by the Inclusion Leader and the Family Support Worker with feedback given to each child and their parents.

The ultimate aim for each child is to improve their social, emotional aspect of learning in order to make improved academic progress.

## **Primary and Language Behaviour for Learning Team**

The school works closely with the London Borough of Merton Primary Language Behaviour For Learning Team. We refer to this team when children who are causing concern and are at risk of exclusion.

If appropriate this team will come into school to work with the child/ren concerned in an effort to modify the behaviour. We also work in close liaison with the Education Welfare Service, Social Services, Mental Health Services and the Educational Psychology Service.

We work together to identify strategies to deal with particular issues causing concern.

In a very small number of cases inappropriate behaviour may be indicative of emotional disturbance or be influenced by factors which are beyond the child's control. In all cases where behaviour does not improve following a range of positive management strategies or sanctions, it is important that this is investigated.

Initially teachers should talk to the Inclusion Leader and ensure that they are kept fully informed of the situation. Regular review is essential and all strategies tried should be recorded.

It may also be necessary to keep a detailed log of behaviour to provide evidence that will be needed if further assessment/involvement of outside agencies is required.

Advice regarding the management of children with emotional and behavioural difficulties is available from the Inclusion Leader, the Educational Psychologist and the Leadership Team.

## **Exclusions**



Only the Chief Executive Headteacher or those acting in the capacity of the Chief Executive Headteacher can decide to exclude a child. In all cases, the decision to exclude must be lawful, rational, reasonable, fair, and proportionate.

There are two different types of exclusions: fixed-term and permanent.

**'Internal exclusions' are not formal exclusions** and don't fall under the statutory exclusions framework. An example of an internal exclusion is sending a child to work in another class, as a sanction.

### **Type of Exclusion**

- **Exclusion at Lunchtimes** for a limited period. This sanction must be negotiated with parents
- **Fixed-term exclusion from school**
- **Permanent exclusion from school**

### **Fixed-term exclusions**

Fixed-term exclusions are temporary. A child can be excluded for 1 or more fixed terms, up to a maximum of 45 days in total per school year.

Fixed-term exclusions can also be for just a part of the school day, such as a lunchtime exclusion. Each lunchtime exclusion counts as half a day when determining the total number of days excluded per term and/or school year.

The Chief Executive Headteacher **cannot** extend a fixed-term exclusion or convert a fixed-term exclusion into a permanent exclusion. However, she can issue a further fixed-period or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens where further evidence has come to light.

### **Permanent exclusions**

A permanent exclusion will always be a last resort and should only be taken:

1. In response to a serious breach, or persistent breaches, of the school's Behaviour for Learning policy; **and**
2. Where a child's behaviour means that allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school

There's no set limit on how long after an incident the Chief Executive Headteacher can exclude a child.

## **Working with families**

We believe it is important that parents share our expectations of appropriate behaviour and are actively encouraged to work with us to achieve high standards. Parents will be given a copy of the Children's Choices and the Working in Partnership for Success agreement (**Appendix 1**) when their child enters school.

Teachers are encouraged to talk to parents informally if they have concerns about their child's behaviour and should ensure that parents have the opportunity to share any concerns they might have. These conversations must be recorded on a contact form and circulated. Agreed actions will be recorded and reviewed.

It is helpful to share both positive and negative comments about behaviour so that the parent can have a clear picture of circumstances in which the child behaves appropriately as well as those where the behaviour is inappropriate. Teachers should offer a solution/strategy to be tried.

e.g. 'J... is often distracting to others but I intend to deal with this by moving her to sit nearer the front'.

A follow-up meeting to review the situation will also inform parents as to whether behaviour is improving or has further deteriorated.

In all cases of serious incidents or persistent inappropriate behaviours, a member of the Senior Leadership Team must be informed and the responsibility for informing/involving parents will rest with them. It may also be appropriate at this stage to involve our Family Support Worker who works with and supports vulnerable families and their children. Teachers should also ensure that a member of the Senior Leadership Team is informed if any parent is uncooperative or confrontational regarding matters of behaviour and should not enter into dialogue with such parents but refer them immediately to the Chief Executive Headteacher.

Our Family Support Worker can also assist families in making the right choices about the support that is available for them at home. In general, it is good practice to involve parents from an early stage if behaviour is giving cause for concern as parents are more likely to work in partnership with school if they feel part of the decision-making process.

## **Anti-Bullying Policy**

Bullying in any form is anti-social behaviour and will not be tolerated within our BeDifferent Federation. We believe that staff, children, parents and the Governing Body must work in partnership to ensure that we create an environment in which bullying is actively discouraged, with the aim of eradicating it completely.

We define bullying as any behaviour, verbal or physical, which is intentionally intimidating and causes hurt or distress to others.

We believe that all children have the right to be safe and secure while in our care and we consider any instances of bullying as a serious infringement of acceptable school behaviour.

We aim to prevent bullying by:

- developing clear procedures for dealing with an incident
- actively promoting non-bullying behaviours
- providing networks of protection and support for victims e.g. mentors
- offering a range of positive strategies that will enable children who do bully to modify their behaviour

Instances of bullying will always be dealt with according to our Behaviour For Learning Policy and all alleged instances of bullying will be fully investigated when reported. All staff share a collective responsibility to investigate any complaints made by children who may be the victims of bullying and to make the situation known to a member of the Senior Leadership Team.

If any patterns of bullying are identified, representatives of marginalised groups will be consulted and action plans drawn up.

### **Support for victims of bullying**

Any child who is the victim of bullying or perceives himself/herself to be a victim must know the following:

- it is important to 'tell'
- the incident/threat will be dealt with
- every effort will be made to ensure that he/she will be safe from further bullying or reprisal

Children will only have the confidence to 'tell' if they can feel assured that (ii) and (iii) will happen. All allegations **must** be investigated and, whether substantiated or not, the child must be told the outcome.

Children often use emotive language e.g. 'beaten up, bullied, threatened' to describe quite trivial playground incidents, or even

accidents, that have resulted in minor injury. It is however, important that the child's concern is taken seriously, as sensitive, sympathetic intervention from adults can help children to learn the difference between bullying and an accident, so that they become increasingly able to describe situations appropriately.

Children who are found to be victims of bullying must be protected. They should be offered support from an adult they trust e.g. midday supervisor, teaching assistant, class teacher, Family Support Worker, Inclusion Leader, member of the Senior Leadership Team.

They must be provided with regular opportunities to review the situation and should know that they can go to their 'trusted adult' at any time if they feel vulnerable.

When a case of bullying is substantiated the member of the Senior Leadership Team dealing with the situation should ensure that the victim 'feels safe' before sending him/her back to the situation where the bullying occurred.

It is desirable if both the bully and the victim can be brought together in a controlled environment to ensure that the situation is clarified. Ideally this will enable both parties to understand that the incident has been both taken seriously and dealt with and will not be allowed to recur.

### **The Perpetrators**

It is important to make it plain to the bully that his/her behaviour is unacceptable. You must encourage the bully to see the victim's point of view and identify what they will do to make amends for their behaviour.

The bully will have to face the consequences of his/her behaviour. A member of the Senior Leadership Team should be informed. A meeting with the bully's parents may be called, when a constructive plan for the future will be proposed.

If bullying recurs and there is no improvement the bully may be excluded at lunchtimes or for a fixed period of days.

### **E-Safety**

The use of the internet and exciting and innovative communication technologies in school and at home has been shown to raise educational standards and promote pupil achievement.

However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- access to illegal, harmful or inappropriate images or other content
- unauthorised access to / loss of / sharing of personal information
- the risk of being subject to grooming by those with whom they make contact on the internet
- the sharing / distribution of personal images without an individual's consent or knowledge
- inappropriate communication / contact with others, including strangers
- cyber-bullying
- access to unsuitable video / internet games
- an inability to evaluate the quality, accuracy and relevance of information on the internet
- plagiarism and copyright infringement
- illegal downloading of music or video files
- the potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this E-safety statement is used in conjunction with other school policies (eg Safeguarding Policy).

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build children's' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

Within the BeDifferent Federation we:

- foster a 'No Blame' environment that encourages children to tell a member of staff immediately if they encounter any material that makes them feel uncomfortable
- ensure children and staff know what to do if they find inappropriate web material i.e. to switch off the monitor and report it to the Senior Leadership Team, ICT Subject Leader and to send a letter home to families
- ensure children and staff know what to do if there is a cyber-bullying incident
- ensure all children know how to report abuse
- have a clear, progressive e-safety education programme throughout all Key Stages, built on LA / London / National guidance. Children are taught a range of skills and behaviours appropriate to their age and experience, such as:
  - to STOP and THINK before they CLICK

- to understand 'Netiquette' behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private
- to understand how photographs can be manipulated and how web content can attract the wrong sort of attention
- to understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments
- to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, photographs and videos and to know how to ensure they have turned-on privacy settings
- to understand why they must not post pictures or videos of others without their permission
- to understand why and how some people will 'groom' young people for sexual reasons
- to know not to download any files – such as music files - without permission
- to have strategies for dealing with the receipt of inappropriate materials.

## **Cyberbullying**

## **SANCTIONS**

The following range of sanctions have been agreed:

- report to a member of the Senior Leadership Team
- listen to all parties involved
- investigate and record the details of the incident on an 'incident form'
- contact the family of both the perpetrator and the victim
- prevention of internet and/or Learning Platform access for a period of time
- notification to the Local Authority E-safety Officer
- notification to the Community Police Officer
- possible fixed-term exclusion

## **Working with families**

The BeDifferent Federation runs a rolling programme of advice, guidance and training for parents, including:

- information leaflets; school newsletters; on the school web site
- demonstrations, practical sessions held at school
- distribution of 'think u know' for parents materials
- suggestions for safe Internet use at home
- the provision of information about national support sites for parents.

## **Discipline beyond the school gate**

Whether to discipline children regarding behaviour outside of the school gates is at the Chief Executive Headteacher's discretion (or at the discretion of staff authorised by the Chief Executive Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Relationships and Behaviour Policy. The Governing Body strongly believes that for children of Primary School age it is their parents' responsibility to ensure that they are well-behaved outside of school hours and in particular on their way to and from school.

## **Restraint**

### **Physical Intervention**

The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Chief Executive Headteacher of a school, to control or restrain children. Further guidance was given in Circular 10/98. These do not in any way authorise the use of corporal punishment. Section 550A allows teachers and other persons who are authorised by the Chief Executive Headteacher, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviours prejudicial to maintaining good order and discipline

There is no legal definition of reasonable force. Circular 10/98 provides guidance and gives examples of circumstances and factors that teachers should bear in mind when deciding whether or not to intervene. The Children Act 1989 placed a 'Duty of Care' on all Local

Authorities to consider the pupils' needs as a priority in all dealings with pupils and families. For teaching staff 'Duty of Care' is set out in the School Teachers' Pay and Conditions Document. Linked to the 'Duty of Care' teachers also have a duty to act in loco parentis in the manner of caring.

At the BeDifferent Federation physical restraint is used as a last resort, where other strategies prove ineffective. In these circumstances we should use restraint only as an act of care and control, using the minimum amount of force.

Any incident involving restraint is recorded on an Incident Form as soon as possible after the event. This includes information such as the date, time, place, those involved and action taken during and after the incident. We will inform parents as soon as is reasonably possible.

In the event of a serious incident, parents may be contacted and asked to take their child home and/or accompany their child to a meeting the following day.

If reasonable force or physical restraint is needed to manage a child, then the team of professionals working closely with the child and their family will ensure that a risk assessment is completed that details how to best manage or prevent the need to use reasonable force or restraint.

It is not usually school policy to use physical restraint on a child who is intent on leaving the school premises. Again, a risk assessment will detail the steps to take if and when a child plans to exit the school building.

## **Equality**

The BeDifferent Federation expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The BeDifferent Federation adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices. Reasonable adjustments for any child will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, behaviour



specialist, social services or CAMHS. A reduced timetable may be put in place in line with guidance from the Local Authority. Children on reduced timetables will be reported to the Governing Body and the primary objective is for these children to return to full time provision as soon as possible. A risk assessment based on prior behaviours may result in the child being restricted from some activities such as the After School Club, extra-curricular activities, attending school trips without the support from the family.

## **Monitoring and Evaluation**

A range of data is collected to monitor patterns of behaviour across the school. This includes:

- **behaviour targets**
- **incident and contact forms, racial and homophobic harassment records**
- **home School Partnership Books**
- **behaviour intervention programme records**
- **text home and detention records**
- **exclusions**
- **attendance**
- **visitors' questionnaires**

The Senior Leadership Team is responsible for collating this information and the Chief Executive Headteacher will include this in the termly report to the Full Governing Body meeting.

## **Conclusion**

The guidelines for promoting good behaviour in school are designed to provide all adults working in our school with a common framework. They are aimed at ensuring that schools within the BeDifferent Federation are safe and happy places in which teachers can teach and children can learn.

It is our aim that children will gradually learn to develop strategies for self-discipline so that the need for sanctions and punishments is minimal.

In order to ensure high standards of behaviour there needs to be shared agreement of what constitutes acceptable behaviours and promotes desirable levels of good citizenships. All teaching and support staff will participate in the regular review of the Behaviour For Learning Policy and guidelines so that aims can be clarified and

principles for managing behaviour are understood by all adults who work in our school.

**Appendix 2** details our expectation of how best to promote positive learning and play behaviours and will be reviewed annually.

Teachers will ensure that the regular review of the Childrens' Choices and Code of Conduct is undertaken in class and becomes part of planned activities within the PSCHE curriculum.

Children will be encouraged to participate actively in the review process so that 'ownership' of the Pupils' Choices and Code of Conduct is promoted. Behaving well should be something 'we do' not 'something that is done to us'.

### **Getting the Basics Right** – ensuring visible consistency

<b>At the start of the day</b>	Children should be welcomed into school and into the classroom. This includes the Senior Leadership Team being visible and staff standing at their classroom door.
<b>On arrival</b>	Children walk calmly straight into the classroom. They should put belongings away and start their early morning activity.
<b>Playtimes/end of lunchtime</b>	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
<b>Transition</b>	Children are expected to walk calmly and silently in the corridors.
<b>Lunchtimes</b>	Children eat calmly and without raising their voices. Sensible walking around the lunch hall / classroom. Children will ensure that they have cleared their space when they have finished eating. All staff, including the lunchtime team are proactive in responding to incidents.
<b>End of the day</b>	Once the children have their belongings, they can work calmly on their end of day activity or listen to a story before being dismissed. All staff say goodbye to the children. There will be a visible presence by the Senior Leadership Team.

**Date for review: September 2025**

