Surfleet Primary School

A Restorative School

Behaviour and Anti-Bullying Policy for Enhancing
Community Relationships and Learning at Surfleet Primary School

March 2022

APPROVED	March 2022
REVIEW DATE	October 2023 (pending approval from Governors)

Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them
Every day is a fresh day and a new start

Surfleet Primary School Mission Statement

"Surfleet Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

We live our motto: "Work Hard. Be Kind. Achieve."

Our School Rules

1. We keep our hands to ourselves.
2. We try our best to complete our tasks.
3. We use our indoor voices inside the building.
4. We say three kind things to each other every day.
5. We always walk around our school.
6. We do not leave the classroom without being told.

At Surfleet Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

We believe that everyone in school has rights and responsibilities.

These rights are:-
- The right to respect and fair treatment
- The right to learn
- The right to feel and be safe

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others.

It is the responsibility of everyone within the school community to behave in a way which consistently demonstrates our school motto and rules and helps us to contribute to the Keystone Academy Trust Vision.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Approaches philosophy. Through 'Restorative Approaches' we aim to build the Surfleet Primary School community and to repair and strengthen relationships within this community.

The school embraces 'Restorative Approaches' as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable **everyone** to work and learn.
- To reward children for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To embed the use of Restorative Approaches in all aspects of school life.

Restorative Practice is used as a tool to foster awareness of how others have been affected by inappropriate behaviour.

We believe that focusing on a positive approach to behaviour:
- acts as a positive reinforcer;
- provides opportunities to consistently point out to all children the behaviour which is expected in school;

- provides a positive approach to teaching and developing positive behaviour;
- ensures that effective teaching and learning take place;
- encourages children to feel good about themselves and others, leading to the development of high self-esteem;
- provides a framework for social education;
- minimises incidents of inappropriate behaviour;
- gives pupils, staff and parents a sense of direction and common purpose;
- provides continuity and consistency across school.

N.B. Where children are unable to engage with a 'restorative practice' approach alternative strategies will need to be implemented. These may include engagement with external agencies such as the Behaviour Outreach Support Service (BOSS) or the Primary Pupil Referral Service and the school designated Educational Psychologist. These children will be provided with individual behaviour plans.

Classroom Expectations
At the start of the school year, teachers will establish with their class:
- The School Motto
- The School Rules
- Rewards
- What happens if the School Motto and Rules are not maintained
- Seating plan based on learning needs rather than friendship groups
- Strategies for initiating and sustaining whole class attention
- Appropriate voice levels for the working environment (partner voice/table voice)
- How to get teacher attention
- Rules for movement around room
- Calm entry
- Positive exit

Class teachers should agree a 'Class Vision' which comes from children's ideas and epitomises the perfect class.

In addition, a class target is agreed which takes their class closer to the vision. As the target is achieved, it is reviewed and another target agreed. The target should be displayed and have a clear measure towards the target, so children can gauge their progress. A class induction file is also prepared at the start of a year to ensure that children joining the class mid-year are welcomed into the school with good support.

It is important that the school motto, school rules, rewards, class vision and class targets are clearly and prominently displayed in the classroom and they should be referred to regularly by staff and pupils.

Restorative Approaches Philosophy Statement
Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

A Restorative Approaches framework will:

• Improve behaviour and attitudes;
• Provide guidance within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
• Improve relationships; establish rights, accountabilities and responsibilities to the community.
• Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices. These are:

• Social Discipline Window
• Fair Process
• Restorative Questions
• Free Expression of Emotions (Affective Statements)

Social Discipline Window
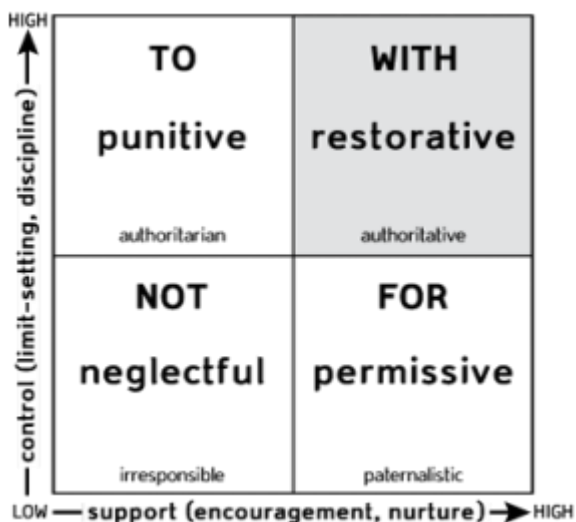
Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

To respond to challenging behaviour
• What happened?
• What were you thinking about at the time?
• Who has been affected by what you did?
• What do you think you need to do to make things right?

To help those harmed by others actions:
• What did you think when you realised what had happened?
• What have your thoughts been since?
• How has this affected you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?

Free Expression of Emotions (Affective Statements)

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

I was very disappointed when you did that to....

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected when you ignore me.

I am sorry that I misunderstood the situation …………

I feel really proud of you when I heard …………

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect …………………?

How do you think ……………………… felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

Rewarding Children

Praise, reward and celebrating success are important tools in establishing an aspirational culture where all children feel valued thus enhancing their self-esteem.

All members of staff are responsible for supporting this culture and ensuring that the school motto and rules are maintained by rewarding children who do so and reminding children who do not.

Surfs

'Surfs' are the main reward that can be given to any child by any member of staff for observing the school rules and motto. When rewarding a child with a Surf, it is vital that they know which aspect of the motto or the school rules they have are being rewarded for observing. This will then ensure that the school ethos is central to what everyone is trying to achieve. It is important not to reward and praise what is a minimum expectation as this undermines those times where children have really excelled. Therefore Surfs should be used at those times where children have gone beyond those minimum expectations or when they are striving to achieve when others are not, thus raising the profile of effort over apathy.

Children 'own' their Surfs and they can bank these each week into their school bank account. Once every three weeks, each class will open their class shop and children can spend any Surfs they have banked. As Surfs therefore have a monetary value, children will learn that observing the school rules and motto can have a longer lasting effect than simply receiving praise and that the harder they work, the more they can earn. Surfs will also help children to understand about keeping money safe, banking and saving, which are important life skills. In the unfortunate event where school equipment is broken in a non-accidental way, children will have to use their Surfs to pay for a replacement item. Again, an important life lesson that can be taught through the Surf system.

Golden Surfs

Golden Surfs are rewarded for those times where a child has gone above and beyond the high expectations that the school has set. When a member of staff has identified that either a piece of work or contribution by a child has the potential to be rewarded with a Golden Surf, then the Head of School will be informed and make a visit to the class to 'judge' whether a Golden Surf is warranted. If this is the case, then a Golden Surf will be presented in assembly and holds the value of 5 Surfs. Due to its elevated status, it can also be kept by the child forever. Those children rewarded with a Golden Surf will be mentioned in the weekly newsletter and also be celebrated on the Golder Surf display in school.

Behaviour Ladders

All classes use behaviour ladders to reinforce high expectations and reward effort and achievement. All children have a named peg that starts on the green part of the ladder each day. The purpose of the ladder is to foster a culture of high aspiration and effort. Staff will be looking for and reminding of examples that enable children to move from green to silver and

then to gold. At the end of the day, any children who are on the silver section of the ladder will be rewarded with one Surf with children who are on the gold section being rewarded with three Surfs. It will be made clear to all children why certain actions and effort have been rewarded by a child moving up on the ladder so that other children understand what being aspirational looks like. Similarly, those children who are not working to the expected standard will be moved down to the yellow section of the ladder to demonstrate that their current behaviour choices or effort is below what is expected at our school. As well as their name being moved, it will be explained to the child why this has happened, how they can 'get back to green' and how long it will be before the adult will check in with them again. By being clear to children what it is about their current behaviour that is undesirable plus being explicit about how they can turn the negative into a positive, this should support the child to avoid situations escalating thus avoiding more extreme and disruptive behaviours. If the child continues to make poor behaviour choices or show a lack of effort with their work, then the child's peg will be moved to the red card and the above process repeated. This represents a further chance for the child to make the correct behaviour choices and get their learning back on track.

Celebration Assemblies
Every Friday we hold a Celebration Assembly from 9:05 until 9:20 in the school hall. Each class teacher picks a start of the week and a reader of the week to be celebrated. Any children who have achieved a Golden Surf are also celebrated at this assembly. A maximum of two parents per child are invited to attend also.

Roles and Responsibilities
There are many roles and responsibilities around school that are used to reward those children who always follow the school rules and motto and also want to have more responsibility around school. The following is the current list of roles and responsibilities on offer in our school:

- School Council
- Mini Police
- Library Monitors
- Wildlife Warriors
- Break Buddies
- Surfleet Bank Staff
- Class Library Monitors

Serious Incidents and Persistent Disruption
Where serious incidents happen or persistent learning to disruption occurs, consequences given will reflect both the severity of the child's actions and the frequency over a short period of time. Staff will use their discretion but apply consistency to any decisions that are made regarding consequences.

Serious incidents are categorised using the following list which is taken from the Lincolnshire Exclusion Form:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist Abuse
- Damage
- Theft
- Sexual Misconduct
- Inappropriate use of Social Media or Online Technology
- Persistent Disruptive Behaviour
- Abuse against Sexual Orientation and Gender Identity
- Abuse relating to Disability
- Willful and repeated transgression of protective measures in place to protect Public Health

For any such incidents, the following progression of consequences will be used:

1. Loss of morning break time (supervised by class teacher)
2. Loss of lunchtime break (supervised by class teacher)
3. ½ day internal exclusion (supervised by SLT)
4. 1 day internal exclusion (supervised by SLT)
5. 1 day external exclusion
6. 2 day external exclusion
7. 4 day external exclusion
8. 8 day external exclusion

Staff have the discretion to make a request to SLT that a serious incident go straight to a more significant consequence if the incident warrants this.

Positive Handling Strategies
In exceptional cases where pupils display particularly challenging behaviour, it may be necessary to employ positive handling strategies. This would normally be for a child's own safety, or to ensure the safety of others.

In order that staff deal with all types of behaviour in a professional, calm and efficient manner the school will ensure that a number of staff have been trained in the 'Team Teach' approach.

Team Teach is a structured, non – violent, staff development programme which promotes:
- Effective, safe, verbal, non – verbal, positive and protective techniques, set within a whole school holistic response to behaviour management.
- An acceptable and appropriate response to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and safety for all.
- Positive and protective handling strategies carried out in a safe and therapeutic manner, maintaining calmness, control and dignity, using skilled de-escalation interventions.

The purpose of a Positive Handling Strategy is to provide the minimum necessary external controls to ensure the safety of people and property. Team teach training enables the member of staff to 'see beyond the behaviour' and not respond emotionally, remaining calm, composed and professional.

Basic Principles
- A minimum of two staff should be involved if a serious situation develops.
- The minimum amount of force is used for the shortest possible period of time.
- All other behavioural management strategies are used before physical intervention.
- A gradual, graded response is used commensurate with the situation, task and individuals involved.
- Verbal communication should be maintained throughout to sustain and utilise positive relationships.
- It is important for staff to have a range of 'move away and release' techniques in a serious situation when health and safety is at risk.
- Staff support one another.
- Following a restraint there is a support and reflective structure in place for all the individuals involved.
- All incidents involving restraint are reported and recorded using the 'Physical Intervention Report' available from the Head of School. All staff involved in the situation whether actively or as an observer must sign the report to indicate it is an accurate account of events. The situation is then monitored and evaluated by the staff involved, the class teacher, a senior member of staff and the Head of School. The reports will also be uploaded to CPOMS.
- Parental involvement in this process ensures cohesive support for the child and parents' full knowledge and understanding of incidents, which may link to Special Educational Need procedures and provision.

Physical Intervention Report

Date: ………………… Time: ………….. Place: …………………..

Pupils(s) involved:

 ………..

Adult(s) involved:

 ……..

Events leading up to the issue:

Behaviour:

Intervention:

Consequences:

Review with child (As soon as possible when the child is calm and above to identify more appropriate behaviour)

Date: ………………………………. Time: ……………..

Signature(s) of all staff involved:

Head teacher's signature: …………………………………………….

Policy for Dealing with Incidents of Bullying

Bullying in Schools – An Introduction
It is essential that our approach to dealing with incidents of bullying in school is seen as an integral part of our Restorative Practices Policy. This approach is aimed to minimalise poor behaviour and therefore reduce incidences of bullying. Bullying behaviours can take a verbal or physical form and are prolonged, sustained or recurring and involves some of the same children. Staff in school need to be aware of patterns of behaviour which looked at, over a period of time, would be construed as bullying.

Anti-Bullying is taught as part of the curriculum and through key stage and whole school assemblies. Teaching about bullying and anti-bullying through the curriculum has the advantage of introducing the issue progressively from a young age, and in lots of imaginative ways. It also allows staff to respond to the learning styles of different individuals and groups of pupils. In doing this it raises awareness, creates a safe environment to discuss and explore bullying related issues and can develop pupil empathy.

Statement of Intent
We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

All allegations of bullying, even where investigation determines that bullying did not take place, will be logged on CPOMS and records will be monitored by SLT each half term in order that any emerging patterns are identified as soon as possible.

Bullying – A definition relating to children in our school:
The Anti-Bullying Alliance (2010) includes the following principles in its definition of bullying:
- bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)

Bullying is not:
- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to

Types of Bullying -Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Bullying includes a wide range of repetitive behaviours with the intent to cause harm. For example name calling, offensive comments, hitting, kicking and shoving, theft or harm to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion from play and isolation.

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Involving Parents

Parents of a victim and the perpetrators of bullying will be informed by the school of what is happening and how things are being dealt with and monitored in school. In severe cases of bullying sanctions would be implemented up to and including fixed term exclusions.

Where bullying has been reported or identified as having taken place a restorative practice approach should be used to resolve the issue in the first instance. The teacher arranges to meet

with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying.

Following a restorative practice circle and agreements being made with children or a resolution being found, staff meet with the children on a regular basis to monitor continued success and pupil wellbeing. This may need to be a check in meeting after every playtime.

Monitoring

The following strategies for monitoring would be used as appropriate:

1. Class teacher or TA to check in with the child after every playtime
2. Circle of friends may take place e.g. twice a week.
3. A formal weekly meeting with a senior member of staff.
4. Solution focussed approach
5. Reward charts

Where small steps to improvement are needed a solution focussed approach is taken using "scaling". This is a very powerful means of enabling children to articulate the change they want to see and identify the next step towards these goals. This can be used to help staff identify and bring about changes in behaviour, with individuals and groups of children. Wider constraints such as pupil background, age, resources etc need to be taken into the account because we are trying to bring about changes sometimes despite these constraints, not to use them as an excuse for inaction. The following is an example using scaling, which is a strategy that is often used in solution focused work.

On a scale of 1-10 where 10 is brilliant and 1 is really bad, how do you feel now?

The following are the kind of questions that elicit existing strengths and good practice:

What makes it a 6 (and not a 5)?

What do we notice the children doing that tells us it is a 6 (and not a 5)?

What have we done that has helped it get as far as 6?

How do we manage to keep it at a 6?

How do we succeed in getting back to a 6 if it falls below?

What will be different when it is 7?

Our motto and school rules are instrumental in adopting a pro-active approach to the development of higher values.

It is important that throughout this process good quality communication between parents, staff and children is established and maintained.

Up to date information is regularly downloaded from the following websites:
- www.abatoolsforschools.org.uk (Anti-Bullying Alliance)
- www.kidscape.org.uk