



Scholes (Elmet) Primary | St James' CE Primary | Moortown Primary

## Positive relationships policy

**Adopted:** October 2018

Green: text relevant to Scholes.

**Next review:** annually, unless any changes are required prior to this

Purple: text relevant to St James'.

Orange: text relevant to Moortown.

See: *Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016).*

*This policy was developed from consultation with staff, governors, parents. The original policy consultation included representation from Leeds Healthy Schools body. The policy follows the recommendations and principles set out by the Department of Education.*

**The policy principally relates to children but note that the principles set out here relate to positive relationships and behaviour for all, including staff to staff and staff to pupil. In relation to a bullying or prejudicial behaviour, disciplinary action will be taken as set out in the school's HR Disciplinary Policy. Each year, in the annual survey of parents / carers, we ask for views on our behaviour policy. The vast majority of parents are very positive and supported the policy.**

The policy applies to all stages, but we recognise that Early Years Foundation Stage is a special environment where children and staff will work towards the aims, expectations and principles set out here. See Appendix.

### Aims, expectations and principles

It is a primary aim of Sphere Federation that every member of the federation's community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

We have three school rules for our pupils (see Pupils' Roles, Rights and Responsibilities). However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. We aim to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of our school's communities. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely to deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- ☛ it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;
- ☛ it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices. See Appendix 5.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout the federation, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Refer to **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** for important safeguarding procedures to which we all adhere.

Refer to our **Ethos and Mission Statement**: relationships and behaviour are integral to our happy, healthy and safe learning community.

## Consequences

### Positive consequences: class-based

Each teacher and their class develops their own systems of reward and praise for their class. These are based on the overall school principles set out in this policy. This will include at least two of the following:

- ☛ individual rewards – for individual effort and choices
- ☛ group rewards – to promote teamwork and interpersonal skills, rewarded if a table is ready quickest, produced good learning as a team, being tidiest etc
- ☛ class rewards – to reward a particular target pertinent to a particular class or relating to the weekly **Learning Power, Living Power statements** / **Learning Power, Living Power statements** / **SEAL statements**

Staff should be mindful to ensure that:

- ☛ **all pupils experience positive consequences** as much as possible to promote good future choices and overall self-esteem
- ☛ **rewards should be frequent** so they remain high-profile and children feel motivated (ie frequent reinforcement) eg typically, an individual, group or class receive a weekly positive consequence

Some other possible positive consequences for good learning, good choices and good behaviour are:

- ☛ regular verbal feedback to reinforce positive behaviour
- ☛ contact parents / carers to praise (eg telephone calls, texts, one-to-one conversations, postcards)
- ☛ reference to good role models
- ☛ children are congratulated
- ☛ stickers or other small prizes / treats (not food)
- ☛ Friday assembly certificates: **usually two for learning, two for choices (Scholes)** / **usually two for learning, two for choices (St James')** / **usually at least one based on learning and at least one based on a Social and Emotional Aspect of Learning (Moortown)**

### Positive consequences: around school

We want to reward and celebrate good choices throughout Sphere Federation. In addition to some of the above, **Choice Chips** / **Cool Class Tokens** / **Cool Class Tokens** are given to children for good choices, good relationships, politeness, co-operation or acts of kindness in school. The team / class with the most are awarded a cup, announced in Friday assemblies, and earn a small class treat.

Assemblies, especially Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good learning they have been doing. Also important is to celebrate recent and relevant achievements out of school in order to promote a wider range of interests and a broad outlook.

Sweets are rarely used as rewards; as a healthy federation, we prefer to reward in other ways (see Food in Schools Policy). Where sweets are used, it would only be by an external party and would meet standards set out here; staff will try to discourage this.

Attendance is also rewarded in various ways – this will depend on each school's context and priorities at the time.

### Negative consequences

We have just three school rules:

- ☛ We keep hands, feet and objects to ourselves
- ☛ We follow instructions
- ☛ We respect everyone and everything

**Staff employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Warnings are recorded and monitored.**

In the hierarchy, there is time built into most stages to allow a child to reflect on their choice and to explore ways to make better choices and a fresh start. A template is available (see Appendices) to help if considered useful.

**Moortown Primary: A pupil may be given two warnings at once if they repeatedly demonstrate poor classroom behaviour eg if they repeatedly do not follow instructions (such as stop), they receive a warning for not following this rule, and at the same time for not showing respect to other learners and the adults in the class.**

For children who may have to stay in at playtimes and who don't seem to be making progress towards improved learning behaviour, we may set them additional learning tasks instead of asking them to reflect on their choices. This is to ensure they are paying back for missed learning.

We avoid 'collective punishment' ie where a whole class is given a sanction for one individual's mistake, even if we do not know the individual's identity. We may ask a whole class to stay in to investigate and to underline the serious nature of an incident, but this would be in exceptional circumstances and would not constitute the final consequence.

These whole-school consequences may vary slightly at lunchtimes or playtimes to allow lunchtime / playtime staff to operate independently, although lunchtime consequences are communicated to class teachers.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

## Learning behaviour

The class teacher discusses the federation rules with each class, and also creates a **Classroom Charter** as part of pupils' learning at the start of the year (see SEAL resources for guidance). This is agreed by the children and displayed on the wall of the classroom. In this way, every child within the federation knows the standard of behaviour that we expect in our schools.

**Low-level, on-going disruptive or unco-operative behaviour** includes not following instructions straight away and talking or interrupting in class. These may appear small issues but over time may stop a child and others from learning or feeling settled. We aim to keep this to a minimum and aim to spot patterns when warnings occur. The following stages are followed (in a way which is appropriate to the child's age and needs) to reduce such behaviour:

Stage 1: speak with parents to discuss high number of warnings caused by low-level disruptive / unco-operative behaviour incidents

Stage 2: a letter to parents to inform

Stage 3: a meeting between parent, pupil and school

Staff are expected to employ a system of **payback time**. We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task at break or lunchtime. This will happen if a child has not produced enough work in books after 2 or 3 occasions. To employ this fairly, the teacher should make sure:

- ☛ expectations about quality of work are established eg by making the success criteria and the 'must dos' very clear (modelling can help with this)
- ☛ expectations about the quantity of work are established
- ☛ the time-frame for the work is made clear, ideally with a reminder

## Serious misbehaviour

Serious misbehaviour (eg disrespect to staff, property or cultures, swearing, fighting) is unacceptable. Such behaviour would mean warnings are automatically by-passed to higher level warnings. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. A serious incident form (see Appendices) is typically completed in such cases.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Sphere Federation does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Appendices.)

Our federation does not tolerate knives or other potential weapons being brought into school. We will take such an incident very seriously eg exclusion.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in *Use of reasonable force: advice for headteachers, staff and governing bodies (DfE, July 2013)*. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children. Refer to Care and Control procedures.

We follow the comprehensive recommendations set out by the Department for Education for clarification of any specific matter eg confiscation of an item.

Exclusions are extremely rare. We follow statutory guidance set out by the Department for Education (2016): <https://www.gov.uk/school-discipline-exclusions/searches>

## Roles, rights and responsibilities

Refer to Equal Opportunities section, below: the statements are integral to all the responsibilities set out here. See also Appendices.

### Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in our schools. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- 👂 follow instructions\*
- 👂 keep hands, feet and objects to themselves
- 👂 respect everyone and everything

\*Following instructions can include '3-2-1-Stop'; in each school, this means three things:

silent voices                                      empty hands                                      eyes on the speaker

\*Instructions are given for learning reasons or for safety reasons.

Occasionally, one staff member might say something which might appear to over-ride a previous instruction. This might be for various reasons eg change of circumstances or better awareness of the context. Pupils should follow the most recent instruction.

We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

### Staff

All staff in Sphere Federation have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

Teachers are encouraged to embed into their practice dedicated slots (eg just before lunch, just after lunch, at the end of the day) to review learning behaviour and choices, or to set expectations and reminders about this.

With these principles in mind, specific responsibilities are to:

- 👂 praise children on individual / group basis (public praise can be very powerful, although not for all), making explicit why: what rule they have followed, or what choice they have made
- 👂 follow our warnings system, making explicit why: state what rule is broken and record the incidents
- 👂 display in the classroom the consequences of their choices (both positive and negative; see Consequences, below) – this can help when you explain why you are praising / warning
- 👂 be consistent with all consequences
- 👂 treat each child fairly and with respect and understanding
- 👂 apply these principles, roles and responsibilities with their own class and around school
- 👂 be a positive role model by demonstrating positive relationships with everyone in school
- 👂 keep a record and any relevant notes if a child misbehaves and / or receives a warning
- 👂 having followed regular procedures and consequences, seek help and advice from a colleague (eg member of Leadership Team)
- 👂 liaise with external agencies, as necessary, to support and guide the progress of each child eg discuss the needs of a child with the education social worker or LA behaviour support service
- 👂 report to parents about social and emotional aspects of school life, including behaviour and relationships
- 👂 take a proactive approach: 'catch' good behaviour and set expectations (eg before playtimes / lunchtimes, clubs), and review following these.

Staff should feel confident about over-riding a previous instruction eg change of circumstances or better awareness of the context might mean this is necessary. It may help to explain clearly the reasons for the change.

### Lunchtime staff

It is the responsibility of lunchtime staff to support the headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour**



(including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

## Senior leaders

In addition to the above, it is the responsibility of senior leaders to:

- ☛ support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- ☛ implement this policy consistently throughout each school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ☛ ensure the health, safety and welfare of all children in our schools
- ☛ maintain record of all reported serious incidents of misbehaviour
- ☛ issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

## Parents / carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child reaches five warnings, or if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- ☛ be aware that we have school rules (often communicated to parents) and to support them
- ☛ co-operate with the school
- ☛ support their child's learning
- ☛ support our school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School, and if still unresolved, the Head of Federation, and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the federation in carrying out these guidelines.

Each head of school has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to school leaders about particular disciplinary issues. School leaders must take this into account when making decisions about matters of behaviour.

Refer to *Behaviour and discipline in schools Guidance for governing bodies* (DfE, 2012).

## Visitors

Visitors working with children are expected to follow the guidelines set out here as far as is possible. Visitors who are in school on a regular basis will be given a copy of this policy; others will be supported by staff members, especially made aware of the three school rules and the consequences.

## St James' CE Primary only: Christian values

Although we follow the same agreed principles and practices that are set out in this policy, St James' CE Primary has a distinctive Christian ethos. To support this, we have adopted six core Christian values (see below). As you would expect, these values are fundamental to positive, happy and healthy relationships and so they play a major part in how we manage relationships in our school. Examples are in brackets.

- ☛ forgiveness (*in order to move on and enjoy a fresh start for both parties, we encourage forgiveness*)
- ☛ friendship (*promoting friendship is a way to enjoy being with others with positive choices being made*)
- ☛ honesty (*if we make a bad choice, we can move on more quickly if we are honest with ourselves and with others*)
- ☛ love (*love helps us to forgive and helps us to enjoy friendships; love includes love for others but also love and appreciation of happy times*)
- ☛ peace (*a sense of peace helps us to remain calm and this in turn promotes happy and healthy relationships*)

- 🐼 *perseverance (sometimes, relationships can be difficult and we can't expect to get on well with everyone else at the same level, but we should persevere to manage our relationships so we can at least co-operate with some whilst enjoying happy relationships with others)*

## **Monitoring**

Our schools keep a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents. The head of federation keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Hate incidents may be reported to the local authority when additional support or response is required.

Senior leaders monitor the effectiveness of this policy on a regular basis. The head of federation reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Equal opportunities**

Each of the Sphere Federation schools expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

## Appendix: Anti-Bullying

See: *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017)*.

Bullying can happen in any school. At Scholes (Elmet) Primary, St James CE Primary and Moortown Primary, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

### Definition

We regard bullying as:

***‘Bullying is when you hurt someone, physically or emotionally, several times on purpose.’***

This definition derives from discussion with School Council.

This definition matches the acronym STOP, and the solution:

Definition	Solution
Several	Start
Times	Telling
On	Other
Purpose	People

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously.

Our definition corresponds to the definition (below) set out in **Hate incident reporting guidance for schools** (Leeds Anti-Social Behaviour Team, 2014):

***“the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”***

This document goes on to list examples:

*Bullying can be carried out physically, verbally, emotionally or through cyberspace. This behaviour can include: verbal bullying for example name calling, teasing, threatening; physical for example hitting, punching, kicking, inappropriate touching; relational bullying for example ignoring, leaving out, spreading rumours; indirect bullying, for example stealing, damaging belongings, targeted graffiti; cyber bullying for example sending abusive texts or emails.*

### Aims and objectives

We want our schools to be safe and secure environments where everyone can learn without anxiety. Bullying is wrong and damages children’s social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

### The role of children

- ☛ All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- ☛ Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.
- ☛ Pupils should tell us their honest views about school in regular feedback eg weekly Circle Time or PSHCE sessions, School Council meetings, informal conversations with staff, **feedback forms**. These views can be specifically about bullying but may also be about how safe they feel at school.

### The role of staff

- ☛ Because bullying is unacceptable, all staff must take all forms of bullying seriously. Teachers, teaching assistants and other staff should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- ☛ If staff witness an act of bullying, they should investigate it themselves (and ensure a senior leadership is informed), or refer it to the Head of School directly.
- ☛ Staff must support the child being bullied. Time is spent with the child to restore the child’s confidence, happiness and other aspects of health (**typically by the Learning Support Mentor**); other adults will monitor and restore the child’s wellbeing through checks, smiles and other ‘signs’ that they are being looked after and are safe. The child’s parents / carers will be consulted.
- ☛ Staff must also aim to stop the problem: for the child who has bullied, the ‘warnings’ consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable (**typically by the Learning Support Mentor**); other adults will be vigilant about monitoring the child’s choices and wellbeing.

- Some restorative discussions between the victim and perpetrator, overseen by staff, are likely to take place.
- All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education) and Circle Time activities on a frequent, regular basis; many of these sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, they should participate with their class in national Anti-Bullying Week.
- Staff should strive to develop / maintain a school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist. They should follow the principles set out in this policy **and in the Ethos and Mission Statement**.

### **The role of the Senior Leadership Team**

- The Senior Leadership Team must ensure all principles and roles set out are implemented.
- The Senior Leadership Team must follow all principles and roles set out for staff (above).
- In particular, this includes ensuring that all children in our schools, know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable. This is on a regular basis and may also stem from any signs of bullying. Amongst other ways, assemblies are used to communicate this to the whole school.
- The Head of School keeps a record of all forms of bullying; he / she is able to report incidents on request.
- The Head of Federation reports to the Governing Body about the effectiveness of the policy on request and at least on an annual basis.

### **The role of parents / carers**

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents / carers concerned about bullying should contact their child's class teacher or the Head of School straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should contact the Head of Federation. If they remain unhappy, they should follow our complaints procedure by putting a formal complaint to the Governing Body.

### **The role of governors**

- The Governing Body supports the federation in all principles and roles set out here. It does not condone any bullying. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Head of Federation to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

## Appendix: Online bullying (also known as cyberbullying)

### Definition

See: *Cyberbullying: Advice for headteachers and school staff* (DfE, November 2014)

*"Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. [It can occur on] social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and other chat rooms..." (http://www.bullying.co.uk/cyberbullying/ September, 2016)*

### How is online bullying different?

Bullying is bullying wherever and however it takes place. Online bullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- ☛ Online bullying can take place at any time, in any location; technology allows the user to bully anonymously
- ☛ Online bullying can occur on a vast and rapid scale
- ☛ Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- ☛ Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- ☛ 'Bystanders' can easily become perpetrators
- ☛ The 'profile' of an online bully or a target varies – age / size is not an issue
- ☛ Online bullying incidents can be used as evidence
- ☛ Online bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- ☛ Online bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- ☛ Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people, such as POS - Parents Over Shoulder; 53X – sex); this makes it difficult for adults to recognise potential threats.

**We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.**

### Key advice to pupils

Adapted from DCSF guidance (no longer available), the following points are taught to pupils on a regular basis, especially when teaching about internet use:

- ☛ Always respect others – think about what you say online and what images you send / post
- ☛ Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- ☛ Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- ☛ Learn how to block or report online bullies or anyone behaving badly!
- ☛ Don't retaliate or reply
- ☛ Save the evidence – text messages, online conversation, pictures etc
- ☛ If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police
- ☛ If you see online bullying take place then support the victim and report the bullying

### Key advice for parents / carers

Adapted from DCSF guidance (no longer available), the following points are often communicated eg newsletters:

- ☛ Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- ☛ Your child is just as likely to be a bully as to be a target
- ☛ Talk to your child and understand how they are using the internet and their phone
- ☛ Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- ☛ Remind your child not to retaliate
- ☛ Keep any evidence of online bullying – emails, online conversations, texts etc
- ☛ Report the online bullying
- ☛ Contact the school so they can take action if it involves other pupils
- ☛ Contact the service provider eg website, phone company etc
- ☛ If the online bullying is serious and a potential crime has been committed, consider contacting the police

There's plenty of online advice on how to react to online bullying eg **www.kidscape.org.uk** has some useful tips.



## Appendix: Hate incidents

We follow the guidance set out in **Hate incident reporting guidance for schools** (Leeds Anti-Social Behaviour Team, 2014). This document sets out the legal definition of a hate incident:

***“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate”***

Hate incidents may be based upon various protected characteristics. In a primary school, the most common might be homophobic / sexual orientation, race / ethnicity (including caste), religion / belief, disability / SEN, and gender identity. Others include age, sex, gender re-assignment, pregnancy and maternity, marriage and civil partnership status.

Hate incidents can consist of: verbal abuse or insults eg detrimental comments, abusive language and ‘jokes’, insulting gestures, abusive telephone calls, offensive messages. The following table presents some (not all) examples of unacceptable behaviour; the incidents are presented in the context of racism and homophobia, but similar incidents might occur stemming from some other prejudice or hate eg disability.

### Racist behaviour can include:

- ☛ physical assault because of colour and / or ethnicity
- ☛ derogatory name-calling, insults and racist jokes
- ☛ racist graffiti
- ☛ provocative behaviour eg wearing racist badges / insignia
- ☛ bringing racist materials eg leaflets, magazines into school
- ☛ verbal abuse / threats
- ☛ incitement of others to behave in a racist way (whether or not the ethnic group are aware or not)
- ☛ racist comments in the course of lessons
- ☛ ridicule of cultural differences eg food, music, dress etc
- ☛ refusal to cooperate with other people because of their colour and / or ethnicity

### Homophobic behaviour can include:

- ☛ physical assault because of sexual orientation or perceived sexual orientation
- ☛ derogatory name-calling, insults and jokes
- ☛ homophobic graffiti
- ☛ provocative behaviour eg walking / talking in a deliberately exaggerated effeminate way
- ☛ bringing homophobic materials eg leaflets, magazines into school
- ☛ verbal abuse / threats
- ☛ incitement of others to behave in a homophobic way
- ☛ homophobic comments including misuse of terms eg ‘That pencil case is so gay’
- ☛ ridicule of differences eg likes and dislikes
- ☛ refusal to cooperate with other people because of their sexual orientation

## Aims and objectives

We want our schools to be safe and secure environments where everyone can learn irrespective of their sexual orientation, race / ethnicity (including caste), religion / belief, disability / SEN, and gender identity, or other protected characteristic. It is not possible to achieve this if anyone faces prejudice or hostility. This is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental (see **Equal Opportunities Policy** and **Ethos and Mission Statement**).

We want to:

- ☛ make our school safe and welcoming for all pupils, parents, staff
- ☛ sustain an environment in which prejudicial / hate-based assumptions, attitudes and behaviour are challenged
- ☛ sustain an environment in which we all recognise and celebrate our similarities and our differences
- ☛ provide a curriculum which emphasises the positive aspects of community cohesion, where people respect and celebrate other people, their differences and their similarities
- ☛ give all pupils, parents and staff the confidence that racism, homophobia or other prejudice can and must be eradicated from our society
- ☛ ensure staff are always aware of implicit racism, homophobia or other prejudice and issues surrounding the use of correct terminology, customs, language etc
- ☛ ensure staff directly intervene when they are aware of hate incidents

## The role of children

- ☛ All pupils should know that racism, homophobia and other types of bullying / prejudicial behaviour is wrong.
- ☛ Pupils should tell any adult (school staff or parent / carer) if they know of any incidents in our school. If incidents persist, they must keep on letting people know.
- ☛ Pupils should tell us their honest views about school in regular feedback eg weekly Circle Time or PSHCE sessions, School Council meetings, and informal conversations with staff. These views can be specifically

about racism, homophobia and other types of bullying / prejudicial behaviour but may also be about how safe and welcome they feel at school.

## The role of staff

- All staff must take hate incidents seriously; they must aim to ensure racism, homophobia and other types of bullying / prejudicial attitudes and behaviour are seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that such attitudes and behaviour is wrong and unacceptable at school and in society.
- All hate incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of hate incidents, they should refer it to the Head of School or the Head of Federation directly.
- Adults must fully support the victim of a hate incident. Time is spent to restore the victim's confidence, happiness and other aspects of health (typically by the Learning Support Mentor); other adults will monitor and restore the child's wellbeing through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They must also aim to stop the problem. For the child who has demonstrated racist, homophobic or other bullying / prejudicial behaviour, the 'warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Time is spent with the perpetrator to explore attitudes and reasons and to make clear that his / her actions are unacceptable (typically by the Learning Support Mentor); other adults will be vigilant about monitoring the child's choices and well-being. For a member of staff who has demonstrated racist, homophobic or other bullying / prejudicial behaviour, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.
- Staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- Teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education) and Circle Time activities on a frequent, regular basis; these sessions and other teaching should not shy away from discussing racism, homophobia or other bullying / prejudicial behaviour, how unacceptable it is and how people can stop it if there are any signs. Where most effective, topics should promote spiritual, moral, social and cultural development, community cohesion and how to make a positive contribution to society.
- They should follow the principles set out in this policy, our **Equal Opportunities Policy** and our **Ethos and Mission Statement** to ensure we have a school climate of mutual support and praise, so making hate incidents less likely.

## The role of senior leaders

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school know that racism, homophobia and other bullying / prejudicial behaviour is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children.
- In the case of serious incidents, an assessment must be carried out to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the local authority and possibly to the police.
- If there is an allegation against a member of staff, it will be dealt with under the Leeds Human Resources Disciplinary Procedures (adopted by our school).
- Graffiti must be removed / deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of the situation; movement around school may be re-directed. Issues surrounding hate incidents and their unacceptable nature are made very clear to all.
- The Head of School and Head of Federation monitor the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of hate incidents.
- The Head of Federation reports to the Governing Body about the effectiveness of the policy on request.
- The Head of Federation has overall responsibility for dealing with hate incidents and recording the action taken; he / she reports to the local authority hate incidents.

## The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents / carers concerned about racism should contact their child's class teacher or the Head of School straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should contact the Head of Federation. If they remain unhappy, they should follow our complaints procedure by putting a formal complaint to the Governing Body.

## The role of governors

- ☛ The Governing Body supports the school in all principles and roles set out here. It does not condone any prejudicial behaviour. Any hate incidents will be taken very seriously and dealt with appropriately.
- ☛ It monitors hate incidents and reviews the effectiveness of this policy. It requires the Head of Federation to keep accurate records of all incidents and to report to the governors about the effectiveness of strategies to prevent and to respond to incidents.
- ☛ It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

## Support

It is recognised that victims of any type of hate incident may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress. Guidance set out in **Hate incident reporting guidance for schools** (Leeds Anti-Social Behaviour Team, 2014) will be followed and advice / support from the Anti-Social Behaviour Team will be sought as necessary.

## a) Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. We have these principles and roles in place to ensure that racism can be quickly stopped.

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'.

**Racist behaviour** is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group is present or not. (See list of examples in this section's overview, above.)

## b) Homophobia

We regard homophobia in the same way as racism: it is a form of bullying or harassment and it is unacceptable.

**Homophobia** is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. **Homophobic behaviour** can start in the early years of primary school, when children frequently misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. (See list of examples in this section's overview, above.)

Relating to their roles, stakeholders should refer to the list above. However, staff should be careful to avoid suggesting that being gay is wrong when they try to correct misuse of language ie

If a pupil says, 'That pencil case is so gay', the response could be, 'You've used the word 'gay', but not in the right way' (Staff should avoid a response like, 'You can't say that – it's wrong.'). It would often then be appropriate and helpful to explain this further, or to seek support from someone else to do so.

## c) Transphobia

Similarly, we regard transphobia as a form of bullying or harassment and it is unacceptable in our schools. We are committed to acting on it seriously.

A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance or body of a male and identify their gender as female. The word transgender is sometimes used interchangeably with the term *gender-variant* but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. Children and students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

**Transphobia** is a dislike or fear of someone who is or may be transgender. Trans people are often the subject of prejudice and the target of bullying because of their 'difference'. This can be compounded by a lack of

understanding and clear explanations, which in turn can generate confusion causing people to revert to learned negative gender stereotyping. Transphobic behaviour may be directed to the actual trans person, a friend or supporter, or anyone that may be perceived to be trans (whether they are trans or not).

Transphobic incidents would be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate e.g. racist and homophobic incidents.

## Appendix: Early Years

In the Early Years settings, we have rules, but the policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships in the context of working together with staff, children, parents, carers and governors, with the common purpose of helping everyone to learn. This policy supports each school's community in aiming to allow everyone to work together in an effective and considerate way.

### The role of the adult

The role of staff is to explain, model and ensure all the children understand the expectations of the setting with regard to behaviour. The Key Person has a particularly important role to play within the team, ensuring that there is excellent communication with parents and other members of the team about any issues which may arise with individual children.

### Managing behaviour

In all cases, staff use praise and encouragement to reward good behaviour such as kindness, turn-taking and willingness to share. Positive behaviour is praised, rewarded and discussed with the children. Praise and encouragement may be used to reward good behaviour such as honesty, kindness or sharing and for adhering to our school rules.

- We respect everyone and everything.
- We follow instructions.
- We keep our hands, feet and objects to ourselves.

Children are encouraged to develop awareness of safety by not running indoors, and to be careful and considerate in their general behaviour. Children and adults are required to speak politely to each other, with staff acting as role models with regard to courtesy, care, good manners and friendliness. Respect for property is to be fostered, and children encouraged to take care of books, toys and games and to help to tidy resources away.

### Behaviour strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular in a new environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy up time etc. Sometimes it is necessary to employ strategies to redirect or correct negative behaviour.

The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.

*Low key interventions may include:*

- ☞ Using a positive statement eg: if you want to run around you can go outside
- ☞ Explaining any concerns eg: if you lean back on your chair you may fall over
- ☞ Giving choices
- ☞ Allowing time to reflect

*The following strategy is used for conflict resolution:*

- ☞ approach calmly
- ☞ acknowledge feelings
- ☞ gather information
- ☞ listen
- ☞ take turns restating the problem
- ☞ discuss and implement solution: How can we solve the problem? What can we do to make it better (give two choices such eg 'We can take turns or play together.')
- ☞ give praise for resolving the problem
- ☞ be prepared to follow up

Children who have hurt another child (by action or words) may need time to calm down and regain control in a quiet place (2-4 minutes). Staff must ensure that the child is safe and supervised at all times. When appropriate staff will kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others.

Staff will discuss any concerns with parents/carers in an attempt to understand and identify any possible causes of negative behaviour.

The majority of our children are very well behaved, and help make our schools a happy environments. Children learn how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, we hope they will continue to learn to behave well throughout their time at school.