Positive relationships policy

Date: November 2021, and to be reviewed annually, unless any changes are required prior to this

The policy follows the recommendations and principles set out by the Department of Education.

Moortown Primary: Refer to our **Ethos and Mission Statement**: relationships and behaviour are integral to our happy, healthy and safe learning community. This policy was developed from consultation with staff, governors, parents. The original policy consultation included representation from Leeds Healthy Schools body.

The policy principally relates to children (pupil to pupil) 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 bullying or prejudicial behaviour, disciplinary action will be taken as set out in the school's HR Disciplinary Policy. In annual surveys of parents / carers, we ask for views on our behaviour policy. The vast majority of parents are very positive and support 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

We want our schools to be happy and healthy places to learn (St James' CE Primary: to be happy and healthy place to achieve and believe). For staff, we want our schools to be happy and healthy places to work.

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 Roles, Rights and Responsibilities: Pupils). However, the primary aim of this policy is to promote good choices which lead to positive 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: we believe 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:
- good choices (which lead to good consequences) and
- bad choices (which lead to negative consequences, usually based around our system of warnings).

There are three key reasons for using the language of 'choice':
- it promotes self-management and ownership of behaviour
- it enables some reflection of what behavioural choices have been made (and what options there were)
- it avoids labelling children – we refer to the choices the child makes, not the child

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'.

Consequences

Positive consequences: in the classroom

Each teacher and their class develop their own systems of reward and praise for their class. These are based on the overall school principles set out in this policy. This includes 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 Living and Learning statements

Staff are 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 at least one based on learning and at least one based on the Living and Learning theme

Positive consequences: around school

We want to reward and celebrate good choices throughout Sphere Federation. In addition to some of the above, Choice Chips (St James' CE Primary: Shells) are given to children for good choices, good relationships, politeness, co-operation or acts of kindness in school. The class with the most by the end of the week are rewarded.

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 and other food are not used to reward.

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

If a child breaks a school rule, staff employ consistently and clearly a hierarchy of negative consequences (our 'warnings'). 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.

Rarely, 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 another 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.

If consequences such as five warnings don't work in improving a pupil's choices after several times, other strategies will be put in place eg Learning Mentor support, safer schools officer, external agencies, behaviour monitoring card.

The school has some power to apply negative consequences beyond the school gate (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf). This would be in response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, such as any bad behaviour when the child is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. It can also include misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Learning behaviour

The class teacher discusses the federation rules with each class, and may also create a **Classroom Charter** as part of pupils' learning at the start of the year. 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 uncooperative 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 / uncooperative 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 re-do or complete a task at break or lunchtime. This will happen if a child has not produced enough work in books after two or three 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 and exclusions

Serious misbehaviour (eg disrespect or aggression to staff, property or cultures, such as swearing or 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 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):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
Staff only intervene physically if a child is in danger of hurting him / herself, or to prevent injury to another child. The actions that we take are in line with government guidelines on the restraint of children.

We follow the comprehensive recommendations set out by the Department for Education for clarification of any specific matter eg confiscation of an item. We follow statutory guidance set out by the Department for Education (2016): https://www.gov.uk/school-discipline-exclusions/searches

Exclusions are extremely rare. If they do happen, appropriate paperwork is completed: an Exclusion Notification which goes to the local authority; a letter to be sent to parents; and a reintegration form, once the child returns.

Harmful sexual behaviour is extremely rare. Any such behaviour would be managed on an individual basis with close reference to Understanding and Managing Sexual Behaviours in Education Settings: A guide for education staff in schools and colleages (The AIM Project). Advice can be sought from the local authority if needed.

Roles, rights and responsibilities

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'. This means three things:

  silent voices   empty hands   eyes on the speaker

Occasionally, one staff member might say something which might appear to override the previous instruction of someone else. 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 accept their warnings, ideally as a way to improve their choices in the future. 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 set expectations and reminders about this, and review learning behaviour and choices.

With these principles in mind, specific responsibilities are to:
- ☙ know the three school rules and refer to them clearly when praising / issuing a warning
- ☙ use the language of 'choice'
- ☙ praise children (public praise can be very powerful, although not for all)
- ☙ take a proactive approach: 'catch' good behaviour
- ☙ set expectations (eg before playtimes / lunchtimes, clubs), and review following these
- ☙ follow our warnings system, making explicit why: state what rule is broken and record the incidents
- ☙ when giving a warning, do so in a succinct way without labouring the point
- ☙ 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 the Head of School
- ☙ 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

Staff should feel confident about overriding 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 Head of School 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 exclusions to individual children for serious acts of misbehaviour
- ❥ for repeated or very serious acts of anti-social behaviour, the Head of Federation may permanently exclude a child (taken after the school governors have been notified)
- ❥ provide pastoral care for staff accused of misconduct

Using the following template, Heads of School will report as part of the Leaders' Report to Governors, which is prepared for the majority of the full Governing Body Meetings.

	physical	verbal	social	online	damage	other
bullying						
disability / health						
ethnicity / race						
religion / belief						
sex / sexual harrassment						
sexual orientation						
other						
(recorded incidents are for the current year up to the end of the previous half-term)

Parents / carers

We want to work 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. This is in-line with our Complaints Policy.

Governors

The governing body has the responsibility of setting down 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):*
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies

Visitors

Visitors working with children are expected to follow the guidelines set out here as far as is possible, and in particular around the three school rules and the consequences. They will be supported by staff members.

Early Years Foundation Stage

Over the course of the Early Years Foundation Stage, staff and children work towards the principles set out in this policy. This is to ensure a secure transition towards being ready for the rest of school.

In the Early Years settings, like elsewhere, the primary concern is to promote good relationships in the context of working together in an effective and considerate way, with the common purpose of helping everyone to learn.

The role of the adult

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

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.

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. This can include inappropriate shouting out; having a tantrum; snatching; and walking away at tidy up time. Staff are expected to deal with behaviour. To do so, they employ strategies to redirect or correct negative 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 might 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 re-stating the problem
- discuss and implement solution: 'How can we solve the problem?' or 'What can we do to make it better?' or 'We can take turns or play together' (ie giving two options)
- 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 for a short while (2-4 minutes). Staff ensure that the child is safe and supervised at all times. When appropriate, staff kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others. Importantly, we always go to the injured party first, giving them the first attention, as children often hurt others as a form of attention-seeking. By 'ignoring' them initially, staff are not giving them the attention that may have been sought.

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

Serious / repeated incidents

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

However, sometimes, the misbehaviour is significant and the Head of School is informed. Examples of misbehaviour which merits the Head of School being informed are:

Purposefully using an object to cause harm	Repeatedly using hands, feet or objects to cause harm	Purposefully physically harming an adult
Likely indicators include at least one of the following: • The perpetrator has intended to **injure** and not just hurt (an injury where some first aid is provided, for example) • The victim is affected to a degree where his/her parents/carers would need to be alerted. • The incident reflects an imbalance of power. • The incident was unprovoked.	*Likely indicators include at least one of the following:* • The perpetrator has deliberately hurt someone over three times. • Any part of the body might have been used to cause harm. • 'Cause harm' includes physically damaging school property (not consumables like crayon or paint, but things like chairs, tables, books).	*Definite indicator is:* • The perpetrator has intended to **injure** and not just hurt.

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. Senior leaders keep 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. They report 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

We 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.

ST JAMES'
Church of England
Primary School

St James' CE Primary only: Christian values

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)*

References

Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

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:
http://www.lscb.org.uk/wp-content/uploads/GSWP-May-2019-final.pdf

Use of reasonable force: advice for headteachers, staff and governing bodies (DfE, July 2013):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Behaviour and discipline in schools Guidance for governing bodies (DfE, 2012)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Positive relationships policy: appendix
Anti-bullying policy

Date: January 2021, and to be reviewed annually, unless any changes are required prior to this

See: *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017):*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Bullying UK
https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/

Introduction

We want our schools to be happy and healthy places to learn. This means they need 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.

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. All incidents of bullying are treated extremely seriously. Principles and practice set out in the Positive Relationships Policy are important here, as anti-bullying measures.

(As stated in the Positive Relationships Policy, the policy principally relates to children (pupil to pupil) 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 bullying or prejudicial behaviour, disciplinary action will be taken as set out in the school's HR Disciplinary Policy.)

Definition

> **'Bullying is when you hurt someone, physically or emotionally (including online), several times on purpose.'**

This definition derives from discussion with School Council. It matches the acronym STOP, and the solution:

Definition	Solution
Several	**S**tart
Times	**T**elling
On	**O**ther
Purpose	**P**eople

Our definition corresponds to the definition 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.'

Roles, rights and responsibilities

Pupils

- 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.
- Similarly, pupils should tell any adult if they think someone else might be being bullied.
- Pupils should tell us their honest views about school in regular feedback eg weekly Living and Learning sessions, Living and Learning boxes, Junior Leadership Team meetings, informal conversations with staff. These views can be specifically about bullying but may also be about how safe they feel at school.
- The Junior Leadership Team regularly review their Child-friendly version of the Anti-bullying Policy.

Staff

- Staff follow the principles set out in this policy and the Positive Relationships Policy.
- Because bullying is unacceptable, all staff take all forms of bullying seriously. Teachers, teaching assistants and other staff 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 investigate it themselves (and ensure the Head of School is informed), or refer it to the Head of School directly.
- Staff support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health. Adults 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 are consulted.
- Staff 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; other adults will be vigilant about monitoring the child's choices and wellbeing.
- Some restorative discussions between the victim and perpetrator, overseen by staff, may take place if this is appropriate.
- All teachers and support staff equip themselves with skills and awareness eg through available CPD, policy reviews.
- Staff lead Living and Learning sessions (which develop Personal, Social, Health and Citizenship Education learning) and / or Circle Time activities on a frequent, regular basis; some of these sessions centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school.
- On an annual basis, teachers participate with their class in national Anti-Bullying Week.
- Staff strive to develop and 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.

Senior leaders

- The Senior Leadership Team ensures all principles and roles set out are implemented.
- The Senior Leadership Team follows the 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 (St James': collective worship) are used to communicate this to the whole school.
- The Head of School keeps a record of all forms of bullying and is able to report incidents on request.
- The Head of Federation reports to the Governing Body about the effectiveness of the policy.

Bullying

The Hate Incident Reporting Scheme (HIRS) should also be used to report incidents of bullying. Bullying is defined as the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.

There are four main categories of bullying: physical bullying, verbal bullying, social bullying and cyber bullying.

source: **Hate Incident Reporting Scheme (HIRS) for Schools and Children and Families Services in Leeds - Guidance** *(Leeds City Council, 2019)*

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. This is in-line with our Complaints Policy.

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 Policy.

Online bullying (also known as cyberbullying)

Definition
See: *Cyberbullying: Advice for headteachers and school staff (DfE, November 2014)*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

'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…'
https://www.bullying.co.uk/cyberbullying/

How is online bullying different?
Bullying is bullying wherever and however it take place. Online bullying is a method of bullying that uses technology to upset, threaten or humiliate someone and has the following key characteristics:
- online bullying can take place at any time, in any location
- 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
- technology allows the user to bully anonymously
- 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
- 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 abbreviations 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. More serious cases will result in further sanctions.

Key advice to pupils
See our Online Safety Policy, in particular the pupils' Online Safety Acceptable Use Policy.
See our Living and Learning age-related expectations (in particular, those around mental wellbeing and internet safety) in our Curriculum Statement.

Key advice for parents / carers
See our Online Safety Policy, in particular the Online safety: Acceptable use policy for parents/carers.

The following points are often communicated:
- 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 the Safeguarding page of our websites have a feed embedded from Parent Info.

Positive relationships policy: appendix
Hate incidents policy

Date: January 2021, and to be reviewed annually, unless any changes are required prior to this

Definitions

We follow the guidance set out in **Hate Incident Reporting Scheme (HIRS) for Schools and Children and Families Services in Leeds - Guidance** (Leeds City Council, 2019). This document sets out the legal definition of a hate incident:

> **'A hate incident is any incident which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on one of the following characteristics identified by the Home Office: ethnicity or race, religion or faith; disability or health; gender identity, sexual orientation.'**

At Sphere Federation, we include all of the protected characteristics, not just those listed in the definition above:
- age
- disability
- gender re-assignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Hate incidents are acts of violence or hostility directed at people because of who they are. Incidents can include verbal, physical or social abuse, such as excluding a person. They could also include online abuse.

Hate incidents might not always stem from facts. For instance, a person can be a victim of homophobic abuse even if they are not gay, if the perpetrator believes that they are.

On occasion, the victim might not realise that they have been subject to a hate incident. An incident can be recorded as a hate incident if it is perceived as one by a third party.

Hate incidents can consist of verbal abuse or insults, such as detrimental comments, abusive language and 'jokes'. Below are some 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 happy and healthy, safe and secure environments where everyone can learn, irrespective of any differences. 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.

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

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. (Staff members may be offered support, too.) Guidance set out in **Hate incident reporting guidance for schools** will be followed and advice / support from the Anti-Social Behaviour Team will be sought as necessary.

Roles, rights and responsibilities

Pupils
- All pupils should know that sexism, racism, homophobia and other types of bullying / prejudicial behaviour are 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 Living and Learning sessions, Living and Learning boxes, Junior Leadership 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.

Staff
- Staff take hate incidents seriously; they aim to ensure sexism, 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 are 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. 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 sexist, 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. Adults will be vigilant about monitoring the child's choices and well-being.
- Staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- Staff lead Living and Learning sessions (which develop Personal, Social, Health and Citizenship Education learning) and Circle Time activities on a frequent, regular basis. Some of these sessions should centre around sexism, 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.
- Staff follow the principles set out in this policy and our Equal Opportunities Policy to ensure we have a school climate of mutual support and praise, so making hate incidents less likely.

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 sexism, 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 (St James': collective worship) 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 by the Head of Federation (using a Hate Incident Reporting Scheme form) and possibly to the police. (If a member of staff demonstrated sexist, racist, homophobic or other bullying / prejudicial behaviour, disciplinary procedures would be pursued. If a parent / carer demonstrated such behaviour, legal advice would be sought.)
- 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 has overall responsibility for dealing with hate incidents and recording the action taken (including reports to the Governing Body about the effectiveness of the policy on request).

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. This is in-line with our Complaints Policy.

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 Policy.

Specific types of hate incidents

The following three types of hate incident are included here for more detail and context. Their inclusion here does not preclude other hate incidents from occurring.

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 Inquiry 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'.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

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.)

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 are careful to avoid suggesting that being gay is wrong when they try to correct misuse of language eg:
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 avoid a response like, *'You can't say that – it's wrong'*.) It is often appropriate and helpful to explain this further, or to seek support from someone else to do so.

Transphobia

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

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.

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).

Sexism

Sexism/ misogyny is not technically a hate crime under current legislation but at Sphere Federation we also regard it as a form of bullying and harassment and it is unacceptable. We are committed to promoting equality between boys and girls and to challenging sexist stereotypes, language and any form of harassment based on sex.

For this reason, we record incidents of sexism/ misogyny on our Hate Incident Reporting Form.

Hate incident reporting form

DfE Number/URN/Establishment name		**Do not** record a child's name within the form **or** the file name.
Date form completed		
Incident date (if known)		
Where? All known on or off site incidents must be reported	In school/setting	
	Out of school/setting	
Incident type?	Ethnicity / Race	Multiple-choice question use
	Sex	
	Religious / Belief	"X" to indicate response.
	Disability / Health	
	Sexual Orientation	
	Gender Identity	
	Bullying / Other	
Incident category? ***Report to the police in the first instance where appropriate**	Cyber bullying/incident*	Multiple-choice question use
	Physical assault*	
	Damage*	"X" to indicate response.
	Behaviour designed to exclude	
	Verbal abuse	
What happened?		Free text
Is this persistent? Repeat forms not required if previously reported	Yes	
	No	
Action taken - victim(s)	Safer schools officer	Multiple-choice question use
	Involve parent	
	Targeted provision	"X" to indicate response.
	Restorative conversation	
	Involve police	
	Involve cluster targeted services	
	Other (please specify)	
Action taken - perpetrator(s)	Involve parent	Multiple-choice question use
	Restorative conversation	
	Targeted provision	"X" to indicate response.
	Involve police	
	Involve Safer schools officer	
	Involve cluster targeted services	
	Other (please specify)	
Reported by	Staff member	
	Member of public	
	Police	
	Peer	
	Parent/Carer	
	Other (Please state)	
Staff Member Responsible		Insert name of reporter
Do you need further assistance?	Yes	
	No	

Email completed HIRS forms to reporthatecrime@leeds.gov.uk

Positive relationships: appendix
Top tips and other guidance

1. General tips
Spend a few minutes of each lesson just watching the class. (This helps you to spot the good choices and good learning, and gives you a short break.)

…And scan almost constantly.

Meet and greet children as they enter the room (ideally at the door), and make sure they enter the classroom ready to learn.

Be ready at the start of the lesson with something engaging.

2. Tips about the language to use
Use consistent language to get consistent behaviour – consistent in class and consistent across school. Listen to what colleagues are saying and doing and copy the best practice.

Emphasise choice all the time.

Describe and label the choice and behaviour, not the child eg *'I wonder if that's bullying behaviour.'*

Avoid wasted words: *'Why did you do that?'*; *'How many times have I told you?'*; *'I'm not going to tell you again!'*; *'It's too noisy!'*

Invest time every day to build up relationships – talk about home, hobbies etc. (This helps to develop positive relationships and a sense of belonging.)

Model the language and behaviour you expect (through interactions with other adults and with children).

3. Tips for giving instructions
Avoid saying what you don't want; say what you do want eg ~~Don't run.~~ *'Walk in school.'*

Say what you want **before**, not regret it after children start.

Give specific instructions eg ~~Sssshhhh.~~ *'Silent voices, everyone.'*

Say 'thanks' and not 'please' eg *'Walk in school… thanks.'* ('Please' is more of a request than an instruction.)

Make this as clear as possible eg by describing what you want in terms of what you expect to see and hear eg *'I want to see a smart, straight single file line as we walk through school. I want to hear silent voices.'*

After an instruction to a group or the whole class:
1. Check they've heard and understood eg *'Beryl, can you repeat the instruction so I know everyone understands.'* or *'Put your hand up if I've explained that ok.'*
2. Check they're **able** to follow the instruction eg *'Put your hand up if you know you **can** do that.'*
3. Check they're **going** to follow the instruction eg *'Put your hand up if you know you **will** do it.'* (Putting your hand up gets children to actively 'buy in' to the instruction.)

Give measurable instructions eg ~~It's too noisy.~~ *'Partner voices, everyone.'* ~~Sit properly.~~ *'Six feet on the floor, thank you.'*

To be as clear as possible, establish and use clear **noise levels**: silent voice, partner voice, table voice, classroom voice.

Make sure instructions are reasonable. (*'Eyes on the speaker'* for two minutes is reasonable; *'Eyes on the speaker'* for 30 minutes is unreasonable). A reasonable instruction reasonably delivered (spoken calmly and supportively) but which isn't followed leads to a reasonable consequence (a warning).

Give all children opportunity for success: give your instruction so clearly that everyone can understand it.

Avoid gendered language and use the same adjectives for girls and boys.

4. Tips for teaching behaviour
Teach frequently used instructions eg lining up and moving around school needs to be taught. Invest time at the start of the year to do this especially.

Don't do any jobs that children could do (eg distribute resources, check floors) – just make sure you teach them what, how and when to do it.

5. Tips for positive reinforcement
Refer to the school rule when praising eg *'Well done for following that instruction.'*

Give praise with emphasis and enthusiasm.

Give proximity praise: praise children close to any pupil who may not follow instructions.

Recognise good choices and good learning with others eg '*Don't you think this is great?'* and *'Who have you spotted making good choices?'*

Catch good choices and good behaviour eg *'Thanks – I can see you've got eyes on the speaker.'* and *'Thanks for walking so smartly.'*

Aim for positive reinforcement to far outweigh warnings.

Positive reinforcement **in class** includes individual rewards, team/table rewards and whole-class rewards (teachers should employ at least two). In class rewards should be easy to get / frequently given out, at least at first.

Positive reinforcement **in school** includes praise, cool class tokens / choice chips, certificates, visits to Head of School.

Positive reinforcement **out of school** includes phone call home and postcards sent home. (It's a good idea to do this before you have to phone home because of warnings.)

6. Tips for giving a warning
Refer to the school rule when giving a warning eg *'We respect everyone and everything. That's a warning.'* and *'Bert, that's a warning. The instruction is to...'*

Give warnings without emotion.

Make sure children understand the warnings system: if they know where they stand, they'll be more likely to make the right choice.

Be seen to record the warning.

Remind pupils how many warnings they have (but not publicly).

Don't dwell on warnings. Break eye contact and move away quickly after giving a warning. (The transition is over – no more to be said. You expect them to comply. You care about their self-esteem and you turn the spotlight off quickly. You can more easily ignore secondary behaviour.)

Be confident: the warnings system supports you and not giving a warning undermines you (suggesting you're not spotting poor choices or you're being too permissive) and puts a burden on colleagues.

The system is for everyone: children with sensible behaviour must experience warnings if they don't follow rules just as much as others.

Consistency is key, but you can put extra effort to stop some children getting warnings: positive reinforcement, checks they're on-task, circulating nearby…

Ensure that the children know that you're always trying to be fair.

7. Tips for when children choose not to follow instructions

Focus on the majority and praise them – don't concentrate on the individuals not following the instruction (other than giving a warning).

Tell pupils you're monitoring eg *'Lisa (or Lisa's table), I'm monitoring your choices.'*

If a pupil is in an extreme state (anger, upset), repeat the same, constructive message when appropriate eg *'We can get this sorted when you calm down.'*

Avoid anything that creates resentment between adults and pupils, and pupils and pupils. Avoid ultimatums or scenarios that you can't follow through.

When issuing five warnings, talk about the full picture, including learning: *'Hello, it's Miss Smith. I want to talk about Bert's progress. Today, he's got five warnings. This is starting to affect his progress.'* (Parents are typically concerned about progress.)

8. Tips for restoring relationships (restorative practice)

To respond to those with challenging behaviour:
1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have you been affected?
6. What do you need to do to make things right?

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

As long as you know (check!) that the victim is able to talk with the perpetrator, support a conversation between the two – they should speak more than you.

If the perpetrator says *'Sorry'*, check they know what sorry really means: a feeling inside and a commitment not to repeat the bad choice.

If the victim says *'It's ok'*, remind them both that it's not ok, but we can move on (and even consider repeating the exchange with a better response eg *'Sorry'* – ~~It's ok.~~ *'Thank you.' / 'Thanks. Please don't do it again.'*

9. Tips for responding

Respond appropriately to problems and incidents: develop independence and resilience but also ensure we keep children safe.

When	What	Why
Start off all responses to a child who raises a problem	'Oh, that doesn't sound good.' 'That sounds like a bad choice.' 'I've heard what you've said.'	To show you've listened and cared To encourage pupil voice, so pupils feel valued
Telling tale ie clearly no problem at all	'You make sure you're making good choices.'	To act as a reminder
Minor problem eg not playing together, (s)he won't share Child doesn't seem upset at all Child is resilient	'What could you do to solve that problem?' 'How are you going to try to solve this?' 'What are you going to do to make things better?' 'It sounds like you can sort that out.' 'It sounds like you've sorted that out really well.'	To create independence
Minor problem eg not playing together, (s)he won't share Child might appear upset in some way Child appears to need some guidance and support	'Have you tried…?' 'Would it help if you…?' 'If I was you, I'd… Try giving that a go.' and end with something like… 'Come back later and tell me how it went.'	To create independence To provide some guidance and support
Problem eg telling others not to play, name-calling Child needs some support and guidance	'Have you tried…?' 'Do you need some help to solve that?' 'Let's go and speak to them together.' (*But the adult gets the child to speak.*) and end with something like… 'Come back later and tell me how it went.'	To create independence To provide support To reassure that it's ok to speak with an adult about an incident To provide some opportunity for choice
Significant problem eg swearing, physical aggression	'I'll sort it.' 'Let's sort this out.' 'Let's stop this problem.'	To ensure safeguarding To ensure school is a happy and healthy place to be

Avoid…

	'Just ignore it.'	This sort of response can leave the child feeling helpless This sort of response can mean we don't address a serious issues.

My choices.
My consequences.
My thoughts.

Sphere Federation

Date:

Who?

What?

What happened?

What could I have done differently?

How can I make a better choice next time?

SPHERE FEDERATION

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

Behaviour: Record of Warnings

Week beginning: **Class:**

Name	M am	M pm	Tu am	Tu pm	W am	W pm	Th am	Th pm	F am	F pm	Notes	lunch			

Relationships and Behaviour:
racist, homophobic, harassment and other
serious incidents (confidential)

Significant behaviour incidents must be recorded. These include all hate incidents (see below).
This applies to incidents amongst children and / or adults: child-child, adult-child, child-adult, adult-adult.
Use the form below and pass to the Head of School or Head of Federation.

We follow the guidance set out in **Hate incident reporting guidance for schools** (Leeds Anti-Social Behaviour Team, 2014), which 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 the protected characteristics (listed below). Serious / hate incidents can consist of verbal abuse or insults; abusive language and "jokes" relating to race, religion, disability / learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

Victim(s) (if applicable eg graffiti may not have 'victim')	Perpetrator(s)
Name of person / people:	Name of person / people:
Date, time and place of incident (ie of observed behaviour / discussion / disclosure):	
Description of incident / concern (record incident as factually as possible; continue overleaf if necessary):	

Person completing form (signature notes that this is a true and accurate record, date)		
Seen by Headteacher? (initial, date)		

Action Taken	By whom	Outcome

Protected characteristic: type: (circle one)	age	disability	gender re-assignment	marriage and civil partnership	pregnancy and maternity
	race (or caste)	religion or belief	sex (inc sexual harassment)	sexual orientation	**other** ie not hate incident

Leeds CITY COUNCIL

Exclusion Notification Form

Setting

School Name		DfE Number	

Pupil

First Name		Last Name	

UPN		Gender		Date of birth	Click here to enter a date.

Ethnicity	Choose an item. Comments			Asylum Seeker?	Choose an item.

Refugee?	Choose an item.	Looked After?	Choose an item.	Young Carer?	Choose an item.
FSM?	Choose an item.	SEN?		Disabled?	Choose an item.

Exclusion

Exclusion Type	Choose an item.	Start Date	Click here to enter a date.	End Date	Click here to enter a date.
Number of sessions		Sessions			
Reason	Choose an item.				
Additional Info					

Headteacher's declaration

I have informed the pupil's parent/guardian of the right to make representation to the Chair of Governors and to the LA. A copy of this parental notification is attached.

The following list provides descriptors of reasons for exclusion:

Leeds CITY COUNCIL

Exclusion Notification Form

REASON	Bullying	Damage	Drug and Alcohol Related	Persistent Disruptive Behaviour	Physical Assault Against Adult
ADDITIONAL DESCRIPTOR	Verbal Physical Homophobic bullying Racist bullying	Vandalism Arson Graffiti	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse	Challenging behaviour Disobedience Persistent violation of school rules	Violent behaviour Wounding Obstruction & jostling

REASON	Physical Assault Against Pupil	Racist Abuse	Sexual Misconduct	Theft	Verbal Abuse/ Threatening Behaviour Against Pupil or Adult
ADDITIONAL DESCRIPTOR	Fighting Violent behaviour Wounding Obstruction & jostling	Racist taunting & harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexually bullying Sexual graffiti	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property	Threatened violence Aggressive behaviour Swearing Homophobic abuse & harassment Verbal intimidation Carrying an offensive weapon

MOORTOWN
Primary School

part of
SPHERE
FEDERATION

Shadwell Lane, Leeds, LS17 6DR | 0113 268 5915

Dear Mr & Mrs ???

I am writing to inform you of my decision to exclude xxx for a fixed period of half a day. This means that he will return to school on Monday 26 September.

I realise that this exclusion may be upsetting for you and your family, but the decision to exclude xxxx has not been taken lightly. xxxx has been excluded for this fixed period because he is putting himself and others at risk through his inappropriate physical behaviour in school.

You have a duty to ensure that your child is not present in a public place in school hours during the exclusion unless there is reasonable justification for this – such as collecting xxxx from school. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified date. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact xxxxxxx, Chair of Governors. You can do this by leaving a letter at school or emailing school and it will be passed on. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and / or make a claim. You also have the right to see a copy of xxx's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of xxxx's school record. I will be happy to supply you with a copy if you request it.

We look forward to seeing xxx back in school on 26 September.

Yours sincerely

Clare Weekes
Head of School

Reintegration meeting following an exclusion
(meeting to be held on first day back at school after the exclusion)

Name of child:	Date of meeting:	Date(s) of exclusion:

Meeting attended by:

Reason for exclusion:

Antecedent identified – situation that triggered the reaction:

Modifications to Individual Behaviour Plan:

School staff signature:	Parent/carer signature:

Exclusion paperwork attached: Yes   No (if no, state where it has been saved):