

## Positive relationships policy

**Date:** reviewed regularly; see date in document label for most recent update

### Introduction

This policy is our whole-school behaviour policy. It was developed following consultation with staff, governors, parents and pupils. In annual surveys of parents / carers, we ask for views on behaviour. The vast majority of parents are very positive and support the policy. The policy follows the recommendations and principles set out by the Department for Education.

The policy applies to all stages, but we recognise that Early Years Foundation Stage is a special environment where children and staff work towards the aims, expectations and principles set out here. 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. In relation to bullying or prejudicial behaviour by staff, disciplinary action will be taken as set out in the HR Disciplinary Policy.

The policy should be read alongside other policies and procedures; this includes those relating to safeguarding, including the current Safeguarding and Child Protection Policy and the Staff Code of Conduct. There is also a Home-School Positive Relationships Policy, which sets out our aims and expectations around positive relationships between parents and carers, and other visitors, ('home') and members of staff ('school').

### Purpose

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

We want our schools to be happy and healthy places to learn (St James' CE Primary: ...to achieve and believe). For staff, we want our schools to be happy and healthy places to work. For everyone, we want our schools to be places "where pupils and staff flourish in safety and dignity" and where this "permeates through every aspect of school life" (Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*).

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

We have three school rules for our 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 schools' communities. We reward good behaviour: we believe this develops an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely to deter poor behaviour.

Central within the policy is choice:

- good choices (which lead to positive 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

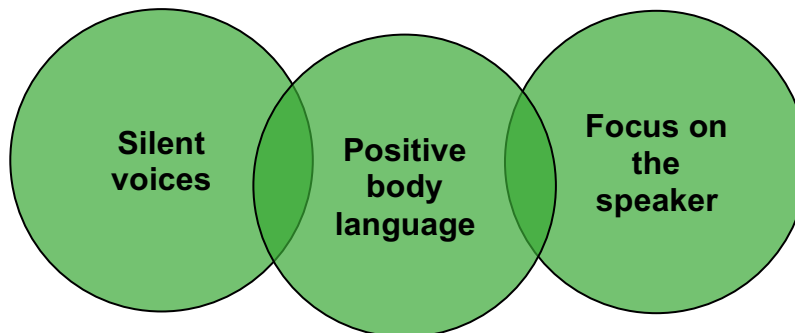
## Our school rules

We have just three school rules:



(The quotes above come from Junior Leadership Team members from across Sphere Federation, Spring 2 2023.)

Linked to 'Be ready' is a particular instruction to ensure a really effective learning environment where there is pace, participation, practice and positivity: '(3...2...1...) Stop.' Staff look for three key things for this instruction:



'Silent voices' is one of four 'volumes' for speaking that we expect in school:

- silent voices: no speaking, just listening / concentrating
- partner voices: quiet speaking, audible only to the closest people
- class voice: one voice projected so all the class can hear
- playground voice: any sort of voice for happy and healthy playtimes

## Positive consequences

"Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture."

(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

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) 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'.

### Positive consequences: in class

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 and are likely to include individual and/or group rewards and class rewards.

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 with parents / carers to praise (eg telephone calls, texts, one-to-one conversations, postcards)
- reference to good role models
- stickers or other small prizes / treats (not food)
- Friday assembly certificates: usually at least one based on learning (including reference to 8Rs for Learning, if appropriate) and at least one based on the week's Living and Learning theme or Feelings First emotion (other certificates relating to specific achievements are also used)

### Positive consequences: around school

We want to reward and celebrate good choices throughout Sphere Federation. In addition to 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 depends on each school's context and priorities at the time.

### Negative consequences

"When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy...It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed."

(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

If a child breaks a school rule, staff employ a hierarchy of negative consequences (our 'warnings'):

- warning 1: a reminder about behaviour choices
- warning 2: five minutes off break and/or away from the group
- warning 3: time away from group and missed break (or 15 minutes off lunch play)
- warning 4: time out of the classroom and 30 minutes of lunch play missed
- warning 5: lunch play is missed; pupil sees the Head of School; and parents informed

These consequences help to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Warnings are recorded and monitored (but do not in themselves reflect a serious incident in school).

From warning 2, there is time built in 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 behaviour eg if they're repeatedly not ready, 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.

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.

In addition to a pupil receiving five warnings, we also contact parents if there is:

- a persistent number of smaller issues over time
- a pattern of warnings
- a concern about the nature of the incidents happening (eg bullying behaviour)

## Consequences: learning behaviour

Learning behaviour can include how readily someone engages in listening, looking and working with others in the classroom. The vast majority of children in Sphere Federation schools demonstrate positive learning behaviour.

Staff 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, lunchtime or at home. This happens if a child has not produced enough work in books after two or three occasions, or if the quality of the work, including presentation, does not reflect the child's skills. 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

## Consequences: lunchtimes

Just like in the classroom, the vast majority of children in our schools make good behaviour choices at lunchtime.

Similarly, just like in the classroom, from time to time there are incidents where someone makes a bad choice. So children can start the afternoon with the opportunity to 'get it right', consequences vary slightly at lunchtimes:

- warning 1: a reminder about behaviour choices
- warning 2: five minutes away from the group (eg with an adult or at the edge of the playground)
- warning 3: inside to miss 15 minutes of lunch play
- warning 4: rest of lunch play missed; may miss the lunch play on the day after
- warning 5: miss the whole lunch play (or the next day's) and parents informed

The lunchtime warning system is recorded in the same way as the class warning system.

## Consequences: overriding factors or circumstances

We 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 are not felt to be appropriate, other strategies are put in place instead of or in addition to eg pastoral support, safer schools officer, external agencies, behaviour monitoring card.

## Restorative practice

In most cases where there has been some sort of conflict (from one-off incidents to bullying behaviour), alongside consequences, we take a restorative practice approach as a way of working that puts the focus on repairing the harm that has been done.

Restorative practice is an approach to conflict resolution that includes all of the parties involved. It aims to guide the 'offender' to:

- be aware of the consequences of their choices eg how the target is feeling
- take accountability for their choices
- feel some sort of healthy, action-orientated remorse eg repair or respect where the relationship is

This is done through meetings with the pupil(s) affected by the actions, who explain the impact that they have had. The discussion is facilitated by an adult. We make sure the child affected is comfortable and confident enough to be present in the discussion.

From the affected pupil's perspective, these meetings can help them to forgive, move on, and reconcile with the offender. By being present in the discussion, he/she can feel their voice has been heard and this makes them feel more reassured. It is more powerful for the 'offender' to hear directly from the affected pupil(s) rather than someone speaking on their behalf.

## Behaviour beyond school

The school has some power to apply negative consequences beyond the school gate.

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, pose a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Many online behaviour issues arise outside of the school day and off the school premises. Parents / carers are responsible for this behaviour. We support parents / carers to help their child stay safe, happy and healthy online. To help address particular incidents, we may take action if online behaviour adversely affects learning or positive relationships in school.

## Items not permitted

We follow statutory guidance set out in Searching, Screening and Confiscation: Advice for schools (Department for Education: July 2022).

This document contains a list of prohibited items. In addition to the items listed, Sphere Federation schools do not permit: matches and lighters; any medication or remedy (these should be handed to the office – see Managing Medicines Policy); vapes; glue (other than those used in school); aerosols; devices with lasers; fun snaps / throw bangers / snap bangers.

Sphere Federation schools do not allow smart phones, watches or similar devices. Refer to the Uniform Policy.

We do not allow any sort of toy to ensure learning is not undermined and to reduce the likelihood of problems such as lost/damaged property. Exceptions may be made for children with additional needs or for celebratory events such as the end of term.

## Pupils with Special Educational Needs and/or Disability (SEND)

“Some pupils may require additional support to meet a school’s behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary... Adjustments can be made to routines ...where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible.”  
(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

We promote high standards of behaviour for all. However, in exceptional circumstances, due to specific, additional or complex needs, some individual children may need the principles set out here to be adapted in some way, such as consequences or expectations around learning behaviour. This is to ensure all pupils can achieve and thrive both in and out of the classroom, so that everyone can feel they belong in the school community and our high expectations are maintained for all pupils.

Behaviour may need to be considered in relation to a pupil’s Special Educational Needs and/or Disability (SEND). When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law requires schools to balance a number of duties. In particular:

- under the Equality Act 2010, schools have duties to take reasonable steps to avoid any substantial disadvantage to a pupil with a disability caused by school policies or practices
- under the Children and Families Act 2014, relevant settings have a duty to use their ‘best endeavours’ to meet the needs of those with SEND
- if a pupil has an Education, Health and Care Plan, the provisions set out must be secured and the school must co-operate with the local authority and other bodies

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for extended periods
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding various educational needs

In relation to consequences for individuals with significant, specific, additional or complex needs, we consult with parents/carers and expect their full support. It is likely that other agencies are involved and recommendations followed.

Sphere Federation SEND documents set out how we put in place positive behaviour support plans.

## Serious misbehaviour

“All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.”  
(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

Typically, a bad choice leads to one warning; more infrequently, a pupil may be given two warnings at once if they repeatedly demonstrate poor behaviour.

More serious incidents justify more warnings in one go: serious misbehaviour is unacceptable. In such cases, warnings are automatically by-passed to higher level warnings. The Head of School or another senior leader (or senior teacher if no school leader is available) makes this decision. Factors which influence the decision include the degree of intent; the degree of negativity; how explicit; and how frequent (ie if there have been previous, similar incidents).

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.

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.)

Regardless of the nature of the misbehaviour, any targets of the misbehaviour are reassured they will be supported, kept safe, and are being taken seriously.

External agencies provide support for specific and/or persistent challenges.

The safety of the children is paramount in all situations. Removal from the classroom or other learning space may be used as a response to serious misbehaviour. The length of time away from the class is decided on an individual basis; the period should be enough to allow stability in the class to be restored and enable the pupil to regain calm.

Staff only use reasonable force to prevent or stop a pupil from causing injury to themselves or others; committing a criminal offence; damaging property; or causing disorder among pupils at the school, whether during a teaching session or otherwise. The actions that we take are in line with government guidelines on the restraint of children. Members of staff are aware of the regulations regarding the use of reasonable force by teachers.

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

Our federation does not tolerate knives or other potential weapons being brought into school. We take such an incident very seriously eg suspension or permanent exclusion. 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 (2022):

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Suspensions (where a pupil is excluded for a fixed period) are extremely rare; permanent exclusions (when a pupil is no longer allowed to attend a school, unless the pupil is reinstated) even rarer. If they do happen, appropriate processes are followed, including an exclusion notification to the local authority; open discussion with home and backed up by a letter to parents; and a strategy for reintegrating pupils (evidenced by a reintegration form).

<https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf>

Harmful sexual behaviour, such as child-on-child abuse, is extremely rare. Any such behaviour is managed on an individual basis with close reference to Keeping children safe in education: Statutory guidance for schools and colleges (for the current academic year). In addition, guidance set out in Understanding and Managing Sexual Behaviours in Education Settings: A guide for education staff in schools and colleges (The AIM Project) is followed. Advice is also sought from the local authority.

# Roles, rights and responsibilities

## Leadership team

“The headteacher of a maintained school must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.”

(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

It is the responsibility of the Head of Federation and the Heads of Sphere Federation schools to:

- be highly visible, acting as a role model and engaging with pupils, staff and parents about behaviour choices and expectations
- ensure staff understand the importance of following the processes and principles set out in this policy and maintaining expectations (this includes the effective induction of new staff)
- consider what appropriate training is needed to support the staff in implementing the policy (this includes training on matters relating to how special educational needs, disabilities and mental health needs may affect 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 records of all reported serious incidents of misbehaviour
- Heads of School report incidents as part of the Leaders' Report to Governors
- for serious acts of misbehaviour, issue a suspension (where a pupil is excluded for a fixed period) or make a decision about a permanent exclusion
- provide guidance and appropriate support for staff accused of misconduct, whilst maintaining impartiality
- provide support for staff who have been affected by serious acts of misbehaviour

## Teachers and other staff

“Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.”

(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

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 important.

Teachers 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), making explicit why: state what rule is being followed
- take a proactive approach: ‘catch’ good behaviour
- set expectations before an activity (eg before playtimes / lunchtimes, clubs), and, following these, review
- to instil respect and care for their learning environment, make sure children carry out a short check of their classroom (or other room such as the hall, library) after sessions
- 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)
- be consistent, making reasonable adjustments to meet individual needs of some pupils
- 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 a 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; for example, a change of circumstance or a 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.

## Pupils

"Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture."  
(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in our schools. This leads to pupils behaving well and building up and maintaining good relationships. Pupils should follow our three simple rules to avoid bad choices, and should respond appropriately following the instruction to stop ('3-2-1-Stop').

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.

## Parents / carers

"The role of parents is crucial in helping schools develop and maintain good behaviour...Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate."  
(Behaviour in schools: Advice for headteachers and school staff *Department for Education: February 2024*)

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 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
- act as positive role models in terms of behaviour
- support our decision when applying consequences to deal with any specific incident / issue
- follow the points set out in our Home-School Positive Relationships Policy

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 Sphere Federation in carrying out these guidelines.

Refer to guidance for governing bodies (Department for Education, 2012):

[https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

## 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 are 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 Key Stage 1.

In the Early Years settings, like elsewhere, the priority is to promote positive 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 our expectations. Each child in the Early Years Foundation Stage is assigned a Key Person. This adult has a particularly important role to play:

- develop strong, warm and supportive relationships
- develop children's understanding of their feelings and those of others
- support interactions
- resolve any disagreements peacefully
- ensure effective communication with parents about any issues which may arise

### Managing behaviour

Children **learn** how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, they continue to learn to behave well throughout their time at school.

Staff use praise and encouragement to promote our three school rules:



Positive behaviour is praised, rewarded and discussed with the children.

### 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; snatching; and walking away. Staff 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.'
- providing a choice
- allowing time to reflect

**The following strategy is used for conflict resolution:**

1. approach calmly
2. acknowledge feelings
3. listen to gather information
4. each child takes turns re-stating the problem
5. 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)
6. give praise for resolving the problem
7. support to re-engage with purposeful play
8. be prepared to follow up

If one child hurts another, we always go to the injured party first to reassure them in some way.

This means the child who has hurt another (by action or words) has time to calm down and regain control in a quiet place for a short time (2-4 minutes) – children often hurt others as a form of attention-seeking and so staff are not giving them the attention that may have been sought. Staff ensure that the child is safe and supervised. 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. Staff discuss any concerns with parents/carers to understand and identify possible causes of negative behaviour.

Typically, the whole-school 'warnings' system begins to be applied in the Summer term of the Reception year.

**Serious / repeated incidents**

The majority of our children are very well behaved, and help make our Early Years happy and healthy places to learn. However, sometimes, the misbehaviour is significant and the Head of School is informed. A decision is made about the appropriate consequences. The consequences more closely correspond to the whole-school 'warnings' the closer the incident is to the end of the Reception year.

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

**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 report incidents to the Governing Board. A record is kept of any pupil who is suspended for a fixed-term, or who is permanently excluded. Particularly serious incidents may be reported to external bodies.

Senior leaders monitor the effectiveness of this policy on a regular basis. They report to the Governing Board on the effectiveness of the policy and, if necessary, make recommendations for further improvements. It is the responsibility of the Governing Board 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 whilst making reasonable adjustments where appropriate.

**Data**

We only retain records of serious behaviour incidents for a limited period and no longer than when a cohort has left school. The exception to this is when we deem a behaviour incident as serious enough to be passed on to another school; this includes any records of suspension.



## 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*)
- compassion (*being compassionate is all about showing empathy and concern for those around us – it's an important part of developing positive relationships*)
- honesty (*if we make a bad choice, we can move on more quickly if we are honest with ourselves and with others*)
- courage (*courage is strength when times are tough – being courageous can include standing up for what's right when we see tough things around us, and this could include unfair or unkind behaviour from others*)
- 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*)

## Positive relationships policy: appendix

### Anti-bullying policy

**Date:** reviewed regularly; see date in document label for most recent update

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies *Department for Education: July 2017*)

### Definition

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. Any form of bullying is a type of child-on-child abuse.

Our definition of bullying matches the DfE definition. It uses the acronym STOP, as does the solution:

| Definition      | Solution        |
|-----------------|-----------------|
| <b>S</b> everal | <b>S</b> tart   |
| <b>T</b> imes   | <b>T</b> elling |
| <b>O</b> n      | <b>O</b> ther   |
| <b>P</b> urpose | <b>P</b> eople  |

Our definition also corresponds to the definition used by the [Anti-bullying Alliance](#), based on research from across the world over the last 30 years:

**'the repetitive, intentional hurting of one person or a group by another person or group where the relationship involves an imbalance of power'**

The Anti-bullying Alliance provide more detail:

- it can happen face-to-face
- it can happen online
- four key elements: hurtful, repetition, power imbalance, intentional
- evidence and research indicate that bullying tends to be a group behaviour, with several different (and constantly shifting) roles that can be involved (see below)

The organisation goes on to list examples. Bullying behaviour can be:

- physical: pushing, poking, kicking, hitting, biting, pinching etc
- verbal: name-calling, sarcasm, spreading rumours, threats, teasing, belittling
- emotional: isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- sexual: unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc
- online/cyber: posting on social media, sharing photos, sending nasty text messages, social exclusion
- indirect: can include the exploitation of individuals

Junior Leaders have identified an additional example:

- taking someone's belongings without consent

With a focus on group behaviour, the Anti-Bullying Alliance cites research by Christina Salmivalli (1996) which identifies a number of roles that children play in a bullying scenario:

- target: the person at whom the bullying is aimed
- defender: stands up for someone being bullied; knows that bullying is wrong and feels confident enough to do something about it; this might involve talking to an adult – ‘Start Telling Other People’
- ringleader: initiating and leading the bullying but not always the person ‘doing’ the bullying
- assistant: actively involved in ‘doing’ the bullying but not leading it
- reinforcer: supports the bullying eg might laugh or encourage other people to ‘collude’
- outsider/bystander: ignores any bullying and doesn’t want to get involved

## Proactive approach

Bullying can happen in any school. At Scholes (Elmet) Primary, St James CE Primary and Moortown Primary, it is 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.

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 frequently talked about, setting expectations so that it is clearly regarded as unacceptable.

Our Living and Learning curriculum sets out planned times when bullying is talked about; this includes Autumn 2 when the ‘STOP’ message is taught and many occasions when the issue will be reinforced, such as Spring 1 (being safe, including internet safety and harms), Spring 2 (when protected characteristics are considered), and themed weeks such as Summer 2’s Staying Safe week.

An anti-bullying message is also communicated in assemblies (St James’: collective worship).

We engage with Anti-Bullying Alliance support materials:

- as teaching and learning resources, and therefore in Living and Learning sessions and in assemblies (St James’: collective worship)
- as training materials for school leaders and staff

There is a regularly reviewed Online Safety Policy and its accompanying acceptable use agreements; these include the importance of being a respectful user of technology.

Sphere Federation weekly messages to parents/carers also frequently alert and reinforce messages, especially about potential online harms such as bullying.

## Our response

Adults may become aware of bullying behaviour in various ways:

- worry boxes / voice boxes
- pupil communication eg in a Circle Time; to a staff member
- staff observation
- parent communication
- email: [stayingSAFE@spherefederation.org](mailto:stayingSAFE@spherefederation.org)

Our responses are tailored to meet the context but always consider the views of the affected / targetted child. The support for the child might include:

- restorative practice
- regular wellbeing check-ins
- Circle Times
- assurance of actions eg sharing the consequences

As reported by Anti-Bullying Alliance, research undertaken by Christina Salmivalli (1996) shows that the traditional view of bullying where there is a ‘victim’ and a ‘bully’ is much more complicated, and in fact bullying tends to be a [group behaviour](#). Appropriate actions will be taken to address bullying from this perspective. Typically, this will include additional lessons for the class(es) where the bullying is happening. Sometimes, consequences that apply to a wider number of pupils may be deemed necessary so all pupils are clearly aware that they must step forward to act on any bullying.

## Consequences

We apply the consequences and other principles set out in our Positive Relationships Policy to tackle bullying behaviour at the earliest stage.

Our Positive Relationships Policy sets out negative consequences. Typically, these would be applied to the perpetrator of bullying but may also be applied to other pupils who have been part of the situation (eg a reinforcer or bystander). These include that we inform parents / carers if a child receives five warnings, and that we inform parents / carers if there is a pattern of warnings or a concern about the nature of the incidents happening. We may also inform parents if their child has been indirectly part of a bullying situation (eg a reinforcer or bystander). For serious incidents, we may automatically by-pass to higher level warnings.

In most cases where there has been some sort of conflict (including bullying behaviour), alongside consequences, we take a restorative practice approach as a way of working that puts the focus on repairing the harm that has been done.

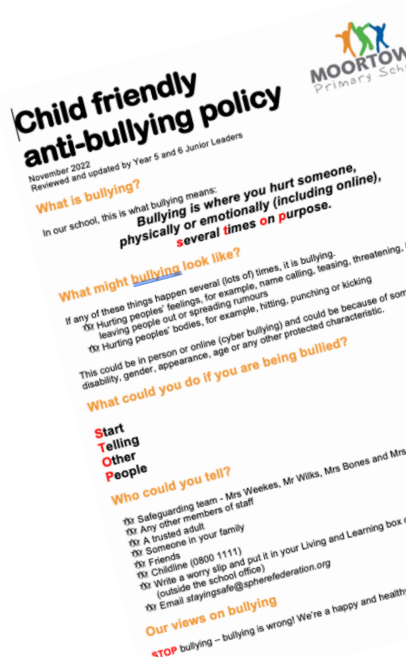
Echoing the solution Start Telling Other People, communication between home and school is important.

It's likely the parents/carers of the person affected are aware, but we seek to work with parents/carers as much as possible, providing updates and setting out how we will resolve the issues in an effective way that is in line with the principles set out in our Positive Relationships Policy.

## 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, pupil surveys. 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.



### Child friendly anti-bullying policy

November 2022  
Written by: Junior Leadership Team

#### What is bullying?

Something bad that continues happening.

Several Times On Purpose

| What does it look like?                   |                               | Who can you talk to?                                |
|-------------------------------------------|-------------------------------|-----------------------------------------------------|
| Verbal:                                   | Physical:                     | Safeguarding team                                   |
| • teasing                                 | • knocking into people        | Miss Hague, Miss Pullinor, Mrs Beechey, Mrs Goodwin |
| • name-calling                            | • tripping up                 | Childline: 0800 1111                                |
| • being disrespectful                     | • hitting or punching         | Worry box / voice box                               |
| • hurting someone's feelings              | • ignoring someone            | Any trusted adult or friend                         |
| • excluding                               | • taking someone's belongings | Email: stayingsafe@spherefederation.org             |
| • disregarding opinions                   |                               |                                                     |
| • disrespecting protected characteristics |                               |                                                     |

Bullying can be online or in real life.

#### What can you do about bullying?

Start Telling Other People



### Child friendly anti-bullying policy

February 2023  
Written by: Junior Leadership Team

#### What is bullying?

In our school, this is what bullying means:

**Bullying is where you hurt someone, physically or emotionally, several times on purpose.**

#### What might bullying look like?

- If any of these things happen several (lots of) times, it is bullying.
- Hurting people's feelings, for example, name calling, teasing, threatening, ignoring, spreading rumours or speaking negatively about others
- Hurting people's bodies, for example, hitting, punching, kicking, spitting, pushing and pulling each other or any negative physical action

This could be in person or online (cyber bullying) and could be because of someone's race, disability, gender, age or appearance.

#### What could you do if you are being bullied?

Start Telling Other People

If you are being bullied online you can block, report and tell a trusted adult.

- Miss Beaton / Mrs Small / Mrs Payne / Mrs Walshaw (they are child protection staff)
- Any other members of staff
- Friends
- Someone in your family
- Childline (0800 1111)
- Write a worry slip and put it in your Living and Learning box
- Email stayingsafe@spherefederation.org

#### Our views on bullying

**STOP** bullying - bullying is unhealthy, unsafe and wrong!  
We're a happy and healthy school where we achieve and believe.

### 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 have concerns about bullying, they 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 are vigilant about monitoring the child's choices and wellbeing.

- Some restorative discussions between those involved, overseen by staff, 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 respect, 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 incidents of bullying behaviour in school.
- The Head of School assesses whether the bullying might be linked to a protected characteristic and therefore a hate incident; the incident may need to be reported to Stop Hate UK, which records incidents that target any aspect of a person's identity
- The Head of Federation reports to the Governing Body about the effectiveness of the policy.

### 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 are taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires senior leaders to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It responds to any formal complaint from a parent / carer in line with our Complaints Policy.

### Online bullying (also known as cyberbullying)

"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 takes 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 unfamiliar to some adults (eg the numerous abbreviations used by young people, such as POS - Parents Over Shoulder; 53X – sex); this can make it difficult for adults to recognise potential threats

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

### **Key advice to pupils**

See our Online Safety Policy, in particular the pupils' Being Online – Acceptable Use Agreement.

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.

The following points are often communicated (eg in weekly messages home):

- 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 –online conversations, texts, images etc
- report the online bullying
- 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.

## Positive relationships policy: appendix

### Hate incidents policy

**Date:** Spring 2023; updated in accordance with Governing Board's schedule of policy review, or sooner if required

"A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it."

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies *Department for Education: July 2017*)

### Definitions

[West Yorkshire Police set out useful definitions:](#)

A **hate crime** is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on:

- a person's race or perceived race (ie any racial group or ethnic background, including countries within the UK and Gypsy and Traveller groups)
- a person's religion or perceived religion (ie any religious group including those who have no faith)
- a person's sexual orientation or perceived sexual orientation
- a person's disability or perceived disability (ie any disability including physical disability, learning disability and mental health or developmental disorders)
- a person who is transgender or perceived to be transgender (including people who are transsexual, transgender, cross dressers and those who hold a Gender Recognition Certificate under the Gender Recognition Act 2004)

A non-crime **hate incident** is an incident perceived by the victim or any other person to be motivated by hostility or prejudice based on:

At Sphere Federation, we consider all protected characteristics in relation to an incident perceived by the targeted person or any other person to be motivated by hostility or prejudice:

|                      |                                |                    |
|----------------------|--------------------------------|--------------------|
| age                  | marriage and civil partnership | religion or belief |
| disability           | pregnancy and maternity        | sex                |
| gender re-assignment | race                           | sexual orientation |

In the context of school, hate incidents can consist of verbal abuse or insults, such as detrimental comments, abusive language and 'jokes', and social abuse, such as excluding a person or openly talking about them. 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.

On occasion, the targeted person 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.

Below are some examples of unacceptable behaviour. (The examples are presented in the context of racism and homophobia; 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

#### Homophobic behaviour can include:

- physical assault because of sexual orientation or perceived sexual orientation
- derogatory name-calling, insults and jokes
- homophobic graffiti

- 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
- 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. 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.

We want to:

- make sure our school is safe and welcoming for all pupils, parents and 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 will be challenged
- ensure staff are aware of implicit racism, homophobia or other prejudice
- promote an understanding of the importance of the use of correct terminology and understanding of customs etc
- ensure staff directly intervene when they are aware of hate incidents

We recognise that the targets 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 respond in a caring, positive and thorough way. Pupils targeted 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.) Advice / support from external bodies is 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 an 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, Junior Leadership Team 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 communicate to all children, other staff, and to parents the message that such attitudes and behaviour are 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 target of a hate incident. Time is spent to restore the their 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.
- 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 suspension. Time is spent with the perpetrator to explore attitudes and reasons and to make clear that his / her actions are unacceptable. Adults are vigilant about monitoring the child's choices and wellbeing.

- Staff lead Living and Learning sessions (which develop Personal, Social, Health and Citizenship Education learning) and Circle Time activities. Some of these sessions 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. Our wider curriculum promotes 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 Equality Policy to ensure we have a school climate of mutual support and praise, so making hate incidents less likely.

## Senior leaders

- School leaders ensure all principles and roles set out are implemented.
- School leaders 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.
- In the case of serious incidents, an assessment is carried out to find out whether the whole school community is informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Incidents are reported (see below).
- Graffiti must be removed / deleted as soon as it is evident; if this is not possible, advice is 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.
- 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.
- School leaders equip staff with skills and awareness eg through available CPD, policy reviews.
- School leaders monitor the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for the targets of hate incidents.
- School leaders have 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).

As advised by Leeds City Council, a senior leader reports the hate crime/incident to [Stop Hate UK](#). The more this method of reporting is used by schools and settings in Leeds, the better the data available to Leeds City Council to determine the types of hate occurring and in order to prevent it. Stop Hate UK record incidents that target **any aspect of a person's identity**, not just the five monitored strands (disability; race; religion/faith; sexual orientation; transgender identity); for example, age, hair colour, misogyny. Senior leaders can [report in various ways](#), including by phone (0808 801 0576) and [a form](#).

Reporting may be for:

1. information only (this can also be anonymous)
2. to record and look at referring to police, local council or any appropriate specialist agency for additional support
3. as 2, plus a call back to discuss in more detail

## 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 are 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 responds to any formal complaint from a parent / carer in line with our Complaints Policy.

## Specific types of hate incidents

The following four types of hate incident are included here for more detail and context. Their inclusion here is not intended to undermine the significance of other hate incidents: all forms of discrimination are unacceptable.

### 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](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.

## References

*We follow the principles and advice set out in this document:*

**Behaviour in schools:** Advice for headteachers and school staff (Department for Education, September 2022)  
<https://www.gov.uk/government/publications/behaviour-in-schools—2>

*Furthermore, where the documents refers to other publications, we follow the principles and advice set out in those documents. For example, when reasonable force may be used.*

**Keeping children safe in education:** Statutory guidance for schools and colleges  
(Department for Education, updated annually)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Guidance for safer working practice** for those working with children and young people in education settings  
(Safer Recruitment Consortium, February 2022)  
<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

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

**Searching, screening and confiscation:** Advice for headteachers, school staff and governing bodies  
(Department for Education, January 2018)  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

**Suspension and Permanent Exclusion** from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England  
(Department for Education, September 2022)  
<https://www.gov.uk/government/publications/school-exclusion#full-publication-update-history>

**Behaviour and discipline in schools:** Guidance for governing bodies (Department for Education, 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](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 (Department for Education, July 2017)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)