Leyburn Primary School

Relational Behaviour Policy

(including behavior and anti-bullying)

Rationale

Leyburn Primary School is committed to creating a safe environment for all learners, free from bullying and discrimination, based upon an ethos of trust, mutual respect and kindness. We think that the working relationships forged between staff and pupils have a fundamental impact on the behaviour and attitudes of pupils and that positive relationships are essential for pupils to be able to learn. The behaviour management and anti-bullying policies adopted by YCAT are available on the school's website and in the appendices to this policy. They detail the procedural decision that will be made if a breakdown in relationships occurs.

The approaches which this policy sets out are for pupils, all staff, parents/carers, governors, visitors and partner agencies working in the school. It is supported by evidence from research and it has benefitted from input from staff, pupils and governors and the local authority's educational psychology service. It has been consulted upon with parents/carers.

We aim for **relational** schooling, which is much more than an approach to behaviour management. It is rather a value based approach which describes how an understanding of our relationships with each other, both as a school and as individuals, can enhance both academic and social learning, and is a cornerstone of our commitment to our community. At Leyburn, we believe that learning happens best when there are good relationships; between our staff, between our young people, within the classroom, with parents and carers, and with our wider community. To ensure this, all staff should seek to establish a calm and supportive environment where young people feel safe, valued and listened to.

We aim to connect, rather than correct and see every interaction as a possible interaction.

Aims:

- To foster a positive and compassionate environment in which all children can flourish and reach their full potential
- To develop relationships based on respect and trust
- To promote and celebrate high standards of behaviour
- To ensure clarity about procedures and sanctions used in school

Staff and adults in school

All staff and adults in school and in the classroom know and care about the pupils. This is at the heart of the maintenance of a positive and respectful school culture.

Staff and adults model good behaviour and attitudes towards all staff, pupils and parents and

set clear routines and expectations based on mutual respect and building strong relationships.

They create an environment where pupils feel safe because they know that inappropriate, aggressive behaviour or bullying are not accepted and are dealt with quickly, consistently and effectively.

They deliver a well- planned and exciting curriculum which helps to develop positive attitudes to learning. All staff and adults help to motivate pupils through their own enthusiasm and professional approach.

Staff are encouraged to reflect on their own wellbeing and responses to stress and, if necessary, to seek help and advice through staff support networks both in and out of school.

The relationships built between staff and pupils are integral to wellbeing and learning and as such staff work to develop and maintain these relationships to create a successful learning environment.

The school knows that sometimes individual pupils, for a variety of reasons, require additional support in managing their behaviour and relationships. Not all behaviours are a matter of choice.

There are systems in school to identify and assist pupils with special educational needs so that they are fully included in the life of the school. Teachers will draft and use personal intervention plans where needed and ensure that support staff are aware of them.

The school employs a trained ATA with specific responsibility for vulnerable children, including those requiring support with behaviour. She works between school, home and the local authority's Early Help service.

Working with parents/carers

The school aims to work in partnership with parents which benefits both family and school life.

If parents or carers have concerns or information about their child's wellbeing, emotional needs or behaviour they should, in the first instance, talk to their child's class teacher.

If a pupil's behaviour is a cause of concern in school or the classroom parents/carers will always be informed about what has happened and the steps the school has taken. A joint approach between school and home is generally beneficial for all concerned and, most importantly, for the pupil.

The views and opinions of parents/carers are valued.

Examples of good behaviour and attitudes which lead to strong relationships:

- courtesy and good manners
- kind and caring attitudes
- respect for everyone
- tolerance of each other's beliefs and cultures
- listening and following instructions
- everyone trying their best all the time
- forgiveness if mistakes are made
- punctuality in arriving at school and lessons

- pride in oneself and the school

Celebrating good behaviour and attitudes to foster positive relationships

We think it is important to recognise and celebrate good behaviour through:

- **positive recognition-** pupils will be praised and given positive recognition of their behaviour and attitudes in the classroom through ClassDojos, which are accessed by parents.
- **celebration assembly-** each Friday teachers choose pupils who have achieved great things during the week to be awarded 'Star of the Week'. At least one pupil from each class will be recognised in Friday Celebration Assembly.
- **Time with Mrs Beveridge-** this is a very special reward for pupils whose behaviour has been above or beyond the expected.
- **postcards home –** these are sent home to recognise and celebrate achievement.

Restorative practice

This is an approach to behaviour management which avoids shame and punitive responses, which we think are counter-productive and do not lead to learning. Pupils are given the opportunity, in a structured way, to learn from their behaviour or mistakes. Restorative practice is not a soft or easy option. Pupils reflect on the impact which their behaviour has had on other people, including teaching and support staff, and this helps them to develop empathy. They listen to the person or people they have hurt or upset and discuss the situation with them. Pupils are asked to consider their behaviour, its effect and how they can 'restore' realtionships. This always includes a sincere apology for the hurt that has been caused and a promise not to repeat the offence. It may also include other consequences which must be accepted.

Emotion coaching

This is an approach to behaviour regulation which encourages and helps pupils to learn how to manage their own behaviour**.** https://www.emotioncoachinguk.com/what-is-emotion- coaching

The commitment to developing capacity to respond in a restorative and solution focused way to all behaviour incidents, and to developing the social and emotional capacity of our young people provides the strategies which could ultimately lead to the principle of a sanction free school. However, this policy recognises the need to provide strategies for responding to unwanted behaviours in a way that maintains standards, reinforces the messages of what is acceptable behaviour, supports all stakeholders, and provides learning opportunities. What our actions should always seek to do is enable the young people to accept accountability and to move forward from the situation by considering how small changes in their actions can create big changes in outcome. We are not yet sanction free and the steps towards this are not quick or simple. By challenging our decision making and the reasons behind them through professional dialogue we can build our capacity to
respond in a relational way. We must also recognise the need for dialogue with and within our community to increase the understanding of and support for the approaches used.

Rules

Our rules are minimal and following the work of Paul Dix, we have adopted the following:
- Be ready
- Be respectful
- Be safe

Sanctions

At times, after using the above approaches and as a result of discussions with those involved in an incident, relationships break down and sanctions are felt to be appropriate. Our approach always seeks to strengthen relationships between pupil and their peers, and our sanctions have been developed accordingly.

These include:

- **playtime-** if an incident happens on the playground, a warning may be given by the teacher or supervisor. The pupil may be asked to walk with the teacher on duty or be sent into school to calm down. Consequently, the pupil could miss some, or all, of their playtime.
- **in the classroom-** if an incident happens during a lesson the pupil may be asked to work on a table on their own, be sent with work to a partner class or to the headteacher for a time. This is usually all it takes to deal with any problems with poor behaviour that arise.
- **in-school -** occasionally more serious incidents happen or poor behaviour can be repeated or persistent. If that happens the pupil may have to work away from the rest of the class under the supervision of the headteacher or another member of staff.
- **fixed term exclusion-** in exceptional circumstances, especially if the safety of other children may be at risk, the headteacher can use a fixed term exclusion from school. The school works proactively to avoid this by engaging with parents/carers and local support services. A fixed term exclusion provides a cooling off period and time for the school and parents/carers to plan next steps and how to manage a pupil's future behaviour.

Bullying

At Leyburn Primary School we do not tolerate any form of bullying or discrimination. Behavior which is considered as Bullying and Discrimination is set out in Appendix 1.

Prevention

Our PSHE curriculum is carefully planned to educate our pupils about tolerance and mutual respect. We also teach children about how to deal with incidences where bullying or discriminatory behavior arises. Clear sanctions are in place for these types of beahviour which are designed to support the victim and foster the rebuilding of relationships (where possible/appropriate) between the victim and perpetrator. All staff are trained to support children emotionally and have an in depth knowledge of the importance of strong relationships. Assembly time is used to deliver our anti-bullying message alongside PSHE lessons, classroom displays and outside agency visits, such as Barnardo's and Childline.

Identifying bullying

Children and staff have close relationships which enable staff to notice and intervene when bullying or discriminatory behavior arises. When dealing with bullying, staff follow the YCAT

procedure as set out in Appendix 2. Children are reassured that they are not 'telling' or 'grassing' and that their concerns will be taken seriously and dealt with according to the steps in the procedure. Children are taught about the different forms of bullying and discrimination in their PSHE lessons, so are well equipped to identify these types of behavior and seek help from adults to deal with them.

Incident reporting and recording –
Incidents of bullying and discrimination are dealt with according to the YCAT policy, set out in Appendix 2.

Lead responsibility for relationships, behaviour and attitudes and nominated governor

The school has both a lead for relationships, behaviour and attitudes and a nominated governor. Their detailed roles are set out in the YCAT Behaviour Management Policy. In summary, the role of the school lead, working with staff and governors, is to ensure that this policy is living document and that everyone knows about it and does their best to implement it. In 2024- 25 Sarah Beveridge is the school lead.

Monitoring and Review

Sarah Beveridge and the link governor will make regular reports to the governing body and YCAT using Scholarpack conduct records on the success of this policy and its development.

The policy will be reviewed in November 2024

Appendix 1 – TYPES OF BULLYING

One of the ways in which a break down in relationships can greatly impact pupils is bullying. Bullying is a repeated act of aggression that can cause harm or distress and it can be committed by individuals or groups. Anyone can be a perpetrator, and anyone can be a victim.

It can include repeated teasing, name-calling, whisper campaigns, ignoring, threats, blackmail, the taking or hiding of property or physical violence.

Types of bullying.
There are numerous different ways bullying can happen, which include, but are by no means limited to:
 Physical bullying: physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.
 Emotional bullying: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.
 Cyber bullying: cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
 Verbal bullying: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing. Indirect

bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

 Homophobic, Biphobic and Transphobic (HBT) Bullying: HBT Bullying is a targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived sexual or gender identity. This can include degrading comments, name-calling, gestures, taunts, insults, the use of words like 'gay' in a derogatory manner.

• **Bullying based on discrimination against protected characteristics** (as set out in the Equality Act 2010). Such types of discrimination include:

° **Racism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.

° **Sexism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions or attitudes that foster stereotypes of social roles based on gender.

° **Homophobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.

° **Biphobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.

° **Transphobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.

° **HBT (Homophobia, Biphobia and Transphobia**): valuing or treating a group differently through prejudice, stereotyping or antagonism directed at, or at their perceived, sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

° **Religious discrimination**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of what they do, or do not, believe. This includes refusal to accommodate the right to prayer and worship, or prohibition against religion.

° **Disabilist discrimination**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.

° **Classist discrimination**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks.

Appendix 2 – ANTI - BULLYING PRODCURE

ANTI-BULLYING PROCEDURE

Pupil reports to member of staff or an incident is observed

Staff member investigates talking to the individuals separately

Staff member records incident including names, dates and other relevant details and informs Headteacher

Problem continues

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Staff member talks to the perpetrator and the victim separately. Parents are informed verbally of the problem. Headteacher informed.

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Problem continues

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Headteacher talks to the pupils involved and calls in parents

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Problem continues

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Parents invited into school to discuss the strong possibility of exclusion. Outside agencies consulted

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Appendix 3 – YCAT ANTI-BULLYING POLICY

<div align="center">YCAT's anti-bullying policy is to:</div>

- make it known that bullying will not be tolerated in YCAT schools.
- ensure that no-one suffers from verbal or physical abuse in any form.
- make each trust school a place where everyone can feel secure.
- make everyone aware that bullying will be dealt with immediately.
- ensure that no-one feels victimised in any way.
- encourage pupils to share and discuss their problems.
- ensure that staff are aware of signs of bullying.

Examples of signs and symptoms may include; being frightened of walking to school alone, changes in routine, unwillingness to attend school, truancy, becoming withdrawn or anxious or otherwise changing temperament, starting to stammer, threatening to or running away, reduced attainment, unexplained injuries, damaged or missing possessions, starts bullying others, stops eating, being frightened to say what is wrong, fear of using social media, etc.)

A code of practice for handling any bullying incidents has been discussed and drawn up. It relies on the school being informed of any problems at an early stage so that action can be taken before matters reach extremes. Pupils should feel confident about approaching members of staff and talking to them about bullying (of themselves or others) without fear of being accused of 'telling tales', or punishment. Parents should feel confident in the knowledge that any approach to school will be dealt with sympathetically and patiently. They will not be dismissed as over-anxious parents.

CODE OF PRACTICE
To uphold this code, all staff across the Trust will foster and encourage a school atmosphere where pupils are sensitive to and care for the feelings of others, value the contributions others make to school life and value their school, its property and the property of others.
Staff will:
- follow the set of actions flow chart [see below]
- record, investigate and take action in every reported instance of bullying.
- watch for signs of distress in pupils which may indicate that he/she has been the victim of a bullying incident.
- be vigilant at all times, but particularly at break and lunchtimes.
- in the first instance deal with classroom incidents themselves, referring to senior staff if appropriate.
- support victims as much as necessary.
- take appropriate action discreetly and sensitively.

- encourage pupils to report incidents.
- use personal and social education to foster and create a caring and co- operative school environment.
- teach appropriate social behaviour by drawing on incidents as they occur in school life.
- consult with mid-day supervisors over lunchtime incidents.
- make the unacceptable nature of bullying behaviour, and the consequences of any repetition, clear to the bully and his/her parents.
- ask parents to keep a home record for further discussion if reports of bullying incidents are persistent
- provide anti-bullying workshops/focus days throughout the Autumn Term each academic year.
- participate in bullying prevention measures throughout the school including assemblies, creating display boards, holding class discussions and working with outside agencies where required.
- work with the whole school community, including parents, to set examples of model behaviour to pupils.

Written: June 2020   Reviewed annually Next Review: November 2024