



Behaviour for Learning and Caring

Championed by Senior Leaders

2023-2024

The Behaviour for Learning and Caring Policy should be used in conjunction with the following other policies:

- Safeguarding
- The Mease Memorandum

September 2023- ratified by Governors November 2023

This policy has been updated after the Restorative Practice Training and Emotional Coaching in January 2024. We now have a section on Emotion Coaching and Restorative Practice- Ratified by Governors January 2024

'We all experience different emotions, but it is how we manage them that makes us stronger'

The Mease Federation is a union of two, small, rural Primary schools in villages that lie on the River Mease. Mary Howard CE Primary School and St. Andrew's CE Primary School are both church schools that share the aim for everyone, including adults and children, to *grow and flourish*.

Our Vision:

The parable of the mustard seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. At The Mease Federation, we are aspirational for the future of all our pupils and adults, in that they will learn how to '*grow and flourish*' as healthy and fulfilled individuals who are passionate about life and learning.

Each of us is a unique individual and, like the mustard seed, we all have the potential to grow and to flourish. At the Mease Federation, every member of our school community is valued and cherished; both as an individual and for the contribution they make to the schools and the wider communities. The mustard seed starts by growing strong, deep roots. With the perfect conditions it grows, becomes strong and attracts birds to rest among its branches. Like the tree that the seed in the parable becomes, we aspire for our federation to be a place where everyone feels at home; for us all to become the people that God calls us to be. Jesus said that faith as small as a mustard seed could achieve great things, even move a mountain. Big things can come from small beginnings; who knows what great things our children will go on to achieve in the future?

Our Motto:

The Mease Federation's motto is '*Grow and Flourish*'. Our children and staff are nurtured and enabled to grow and flourish through teaching and care throughout the federation.

Our Values:

The Mease Federation has a strong commitment to Christian and human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide. We are fully inclusive as we are here for 'all faiths and none' and our vision is to ensure that every child in our care experiences life in all its fullness, underpinned by Christian values and teachings.

Our core values work together in harmony to achieve our overarching value, koinonia. They are fundamental to the Mease Way and support our vision.

Koinonia-Wisdom-Love-Perseverance

MISSION

At The Mease Federation we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems.
- A willingness and ability to communicate with different audiences.
- Confidence and resilience in and out of school and their future workplace.

INTENTIONS

At The Mease Federation our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching

Grow & Flourish

- A varied and relevant curriculum
- Collective Worship

St Andrew's and Mary Howard Primary Schools are both UNICEF Rights Respecting Schools. The United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the schools:

- *Every child has the right to be treated equally and with respect* **Article 2**
- *Every child has the right to be heard and listened to* **Article 12**
- *Every child has the right to their own beliefs and opinions and to share them freely* **Article 14**
- *Every child has the right to feel safe and be protected from harm* **Article 19**
- *Every child has the right to a good quality education* **Article 28**
- *Every child has the right to play in a safe environment* **Article 31**

We believe that every pupil across The Federation has the right to a happy and safe school life. We want every pupil to achieve academically and socially. However, disruptive behaviour from pupils within and beyond the classroom slows progress in learning and prevents this from happening. This is why we expect all of our pupils to behave in accordance with this policy:

- When at school
- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in any other way identifiable as a pupil from St. Andrew's or Mary Howard

Parents and Carers are respectfully requested to support this policy and reinforce it with their children at home.

INCLUSION

At the federation, we recognise that a minority of pupils will have been identified as having additional learning or social and emotional needs which can be a barrier to them being able to access the policy. We are committed to acknowledging the contextual needs of all our pupils and making reasonable adjustments to our management of behaviour that ensures they continue to experience our high expectations but are not disadvantaged or discriminated against in their efforts to achieve this. Our Leaders work alongside members of staff to ensure that our practice is inclusive of all our pupils.

Mease Expectations

Behaviour for Learning

- We expect children to be the best version of themselves
- We expect children to set a good example and always show kindness to one another
- We expect children to listen carefully to instructions
- We expect children to use their manners at all times
- We expect children to join in and try their best in all activities
- We expect children to be polite and respectful to others
- We expect children to walk sensibly around the school
- We expect children to use the playground and the school equipment safely and respectfully
- We expect children to always tell the truth

- We expect children to respect each other's belongings

Class Rules

Behaviour for Learning

Class teachers, support staff and children in their class devise these at the beginning of the academic year. The school's values are used as a starting point for these rules. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules will be written up neatly and prominently displayed in the classroom.

Promoting Positive Behaviour

Behaviour for Learning

The Mease Federation promote positive behaviour.


We praise and reward children for good behaviour in a variety of ways:


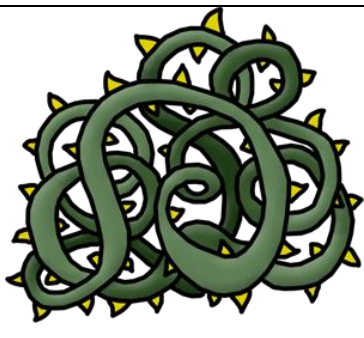
- Positive affirmation from staff - pupils may be sent to another member of staff to re-enforce the praise and may receive a sticker. The Executive headteacher actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
- Use of a reward system in every classroom, including Care Club linked to 'Parable of the Mustard Seed'.
- Use of positive behaviour recognitions such as certificates, Dojos, House Points, awards, Praise pads and certificates.

Promoting Positive Behaviour- Class Reward System

Behaviour for Learning

The school uses a progressive reward system linked to our Christian vision to monitor behaviour, where children move through visual stages. Good behaviour is expected and promoted, exceptional behaviour is rewarded, and negative behaviour is sanctioned.

	<p>If a child is flourishing and has shown exceptional behaviour and attitude, they will move up to the Dove where they are awarded 2 Dojos and the opportunity to be Star of the Day. Each child has the chance to achieve the Dove every day e.g., exceptional manners, demonstration of the school values, hard work in class, kindness, thoughtfulness, WOW moments.</p> <p>A child can be moved back down from the Dove if behaviour deteriorates but once they have been on the Dove that day, they will still receive their 2 Dojos but will not be awarded Star of the Day.</p>
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	<p>Every child starts the day 'Growing' on the tree. Our tree represents the positive daily behaviour we expect of our children whereby the schools' values are demonstrated and upheld throughout the day. Children can move up to the Dove if they demonstrate exceptional behaviour (see Dove section).</p> <p>Children can be moved down to the brambles if behaviour declines. However, they have the chance to move back up to the tree throughout the day if behaviour improves.</p>
	<p>If a child is displaying low level continuous inappropriate behaviour, they will be warned that they are heading for the brambles. They will then be moved from the tree and placed between the tree and brambles.</p> <p>If the behaviour continues or for more serious incidents, they will be moved straight onto the brambles.</p> <p>After they have had time to reflect, children will be encouraged to use <i>Wisdom-Love and Perseverance</i> to help them navigate their way back to demonstrating growth and they will go back onto the tree. See sanction section below for more detailed response to poor behaviour.</p>

Promoting Positive Behaviour- Class Dojo

Behaviour for Learning

Class Dojo (<https://www.classdojo.com/en-gb/>)

Parents are given a code to log in to Class Dojo once their child has started school. The app can then be downloaded to a phone or accessed on a PC.

Positive behaviour is rewarded with our online Dojo points system. Each child has their own unique emoji character, which they can modify, through which they attempt to reach targets in order to receive certificates.



Children earn points based on our values: *Koinonia-Wisdom-Love-Perseverance* for demonstrating overarching principles (see image). Through the app, parents can see how many Dojos their child has earned in a day, and why it was awarded.

Dojo points are collected throughout the school year. Certificates are awarded during our half-termly Wow Worship assemblies, in which parents are invited to see their children receive their awards.

once the below number of points are reached:

50 Dojo Points-Bronze certificates



100 Dojo Points- Silver certificates
150 Dojo Points-Gold certificates
200 Dojo Points –Platinum Certificates

House Points

Behaviour for Learning

Each child/family is allocated a house point team when they start school. These are Houses are:

Earth- Green

Water- Blue

Fire- Red

Air- Yellow

Staff can award the child a Dojo to promote whole school awareness of positive behaviour and representation of the school values. At the end of each week, the House Points are collected across the school to the children, and in the Parents' weekly Newsletter. The winning house will be rewarded with an extra 5-minute playtime. At the end of each half-term, the winning team will be announced and awarded the cup, with their House ribbons attached, during Wow Worship.

REWARDS (during lessons)

Behaviour for Learning

- House points
- DOJO points- certificates awarded for 50 Dojos,
- Stickers,
- Praise pads,
- Classroom behaviour display linking to the Parable of the Mustard Seed- weeds- tree-dove.
- Celebration Worships,
- Special Mention certificates,
- Range of different motivational age-appropriate rewards within each class, chosen at teacher's discretion.

Emotion Coaching

Behaviour for Learning

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

1. Empathy.
 2. Labelling and validation of the emotion
 3. Limit-setting (if needed).
 4. Support with problem
- See appendix 1.

Restorative Practice

Behaviour for Learning

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished

for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At The Mease, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- ✓ What happened?
- ✓ What were you thinking and feeling at the time?
- ✓ What have you thought about it since?
- ✓ Who has been affected and in what way?
- ✓ How could things have been done differently?
- ✓ What do you think needs to happen to make things right?

All staff have these 'Key Questions' laminated on their lanyards, along with our vision and values. This act as an 'aide memoire' to all staff and ensure that we are using a consistent approach and consistent language.

Sanctions (during lessons)

Behaviour for Learning

It is important for teachers and parents/guardians to work in partnership and to communicate with each other if a pupil is consistently breaking the school rules or is misbehaving at home. Class teachers are responsible for speaking to parents/guardians within a short timeframe if a pupil's continuing disruptive behaviour is affecting their own or others' learning and to keep a record of this on My Concern.

The following examples describe the type of behaviour which may result in the pupil receiving a sanction from the member of staff in the classroom:

- Persistent inattention,
- Persistent talking at inappropriate times after prompts to stop,
- Being given appropriate work but failing to complete it during lesson time due to the above,
- Distracting other pupils from their learning,
- Being rude or answering back the adult.

Non-verbal warnings are used by staff as and when necessary.

Sanction 1	Verbal warning
Sanction 2	Move the child's name in between tree and brambles.
Sanction 3	Move the child's name onto the brambles- miss 5 minutes play, add to yellow Class dojo.
Sanction 4	Pupil to miss a proportion of their playtime (up to 10 minutes at the discretion of the adult and added to amber Class Dojo-Needs Work Section).

It is made clear to pupils that they have an opportunity for a fresh start after each break time or at the beginning of each new day.

If it is necessary to repeat steps 1 – 4 during one day or on concurrent days, the Sanctions:

Sanction 5	<ul style="list-style-type: none"> Pupil to spend a proportion of their playtime with the Senior Leader. Up to 10 minutes at the discretion of the leader. The adult who has been teaching the lesson must accompany the pupil to the leader to provide an explanation of what has led up to this sanction. The pupil's class teacher will inform their parents/guardians of the sanction. The pupil and the Sanction will be recorded on My Concern and indicated on Class Dojo.
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If it is necessary to repeat steps 1-4 again within a few days, the Sanction will jump to 6:

Sanction 6	<ul style="list-style-type: none"> Pupil to spend 10 minutes of their playtime / 30 minutes of their lunchtime under the Executive Headteacher's supervision. The pupil's class teacher will contact parents/guardians to hold a meeting. This will be initially between the class teacher, Senior leader and parents/guardians. Then it will involve the pupil as well who will join the adults to discuss the planned way forward. The pupil and the Sanction will be recorded in My Concern.
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REWARDS (during break or lunchtime)

Behaviour for Learning

- House points/DOJO points
- Stickers
- Praise pads

Sanctions (during break or lunchtime)

Behaviour for Learning

The following examples describe the type of behaviour which may result in the pupil receiving a sanction from the member of staff during break or lunchtime:

- Failure to listen to lunchtime staff and following of instructions.
- Speaking in a disrespectful manner to lunchtime staff (being rude or answering back).
- Inconsiderate play which upsets other children.
- Entering the school building without permission from a lunchtime supervisor.
- Any inappropriate physical contact with another child or adult.

Sanction 1	Verbal warning
Sanction 2	Move the pupil to a different area of the playground / dinner hall-yellow Class Dojo
Sanction 3	Record the incident on Class Dojo-in the 'Needs work' section and then reported to the Class teacher at the end of lunch. Children to go onto the brambles- amber Class Dojo. Pupil to miss 5 minutes of their break/lunchtime.

It is made clear to pupils that they have an opportunity for a fresh start after each break time or at the beginning of each new day.

If it is necessary to repeat steps 1 – 4 during one day or on concurrent days, the sanction is:

Grow & Flourish

Sanction 4	<ul style="list-style-type: none"> ▪ Pupil to spend a proportion of their playtime / lunchtime with their class teacher. ▪ Executive Head/Deputy informed. ▪ The pupil's class teacher will inform their parents/guardians of the sanction. ▪ The pupil and the Sanction will be recorded red on My Concern and Class Dojo.
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If it is necessary to repeat steps 1-4 again within a few days, the sanction will jump to 5:

Sanction 5	<ul style="list-style-type: none"> ▪ Pupil to spend 10 minutes of their playtime / 30 minutes of their lunchtime under the supervision of a Senior Leader or the Executive Headteacher. ▪ The pupil's class teacher will contact parents/guardians to hold a meeting. This will be initially between the class teacher, Senior leader and parents/guardians. Then it will involve the pupil as well who will join the adults to discuss the planned way forward. ▪ The pupil and the sanction will be recorded on My Concern.
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Serious incidents will immediately be referred to the Executive Headteacher who will investigate and make contact with parents/guardians. These will go straight to My Concern. This could include:

- Persistent disruption within or outside of lessons
- Verbal or physical abuse against other pupils or adults in school
- Inappropriate or dangerous behaviour
- Damage to property
- Theft of property
- Sexual misconduct
- Swearing / inappropriate language
- Drug or alcohol related incidents
- Bringing dangerous or inappropriate items into school
- Dangerous misuse of school objects or equipment
- Racism or other prejudicial behaviour
- The use of inappropriate or homophobic language
- Bullying (including incidents which occur outside of school but have an impact on pupils when they are in school) Where bullying outside school is reported to school staff and this has an impact on pupils while they are at school, it will be investigated by the school and acted on in line with the Behaviour and Anti-Bullying policies. This will include bullying, which is verbal or physical in nature, as well as cyber-bullying / comments made on social media.

If steps 1 – 4 have to be applied repeatedly and sanction 5 is required again within two weeks, another meeting will be held between the class teacher, Senior Leader and parents/guardians. The outcome of this meeting will lead to one or more of the following outcomes:

		
Outcome 1	Outcome 2	Outcome 3
Individual Behaviour Plan	Referral to external agencies	Fixed Term Exclusion

Outcomes 1, 2 and 3 are not independent of each other and can be used in conjunction with one another if necessary.

Individual Behaviour Plan

- This is a plan / contract belonging to the pupil. It will break down expectations and the rewards and sanctions might be different to those in the Behaviour Policy.
- The plan will identify the causes of the concern and what can be reasonably required by the pupil and will be written with the involvement of parents/guardians.
- The plan is shared with all members of staff will set targets, explain triggers and provide ways of dealing with certain situations – including the best words to be used consistently. It is reviewed regularly.
- These plans will be used for pupils who have additional, diagnosed needs that mean it is not possible for them to independently manage their behaviour in the same way as pupils without these additional needs.
- These plans are also used in situations where changes / challenges in the pupil's home circumstances are temporarily affecting their ability to manage their behaviour consistently. In these cases, the plans will be time-bound. If there are specific issues beyond school that are starting to affect a pupil, we hope parents/guardians will feel comfortable enough to share this information with us. The schools can make referrals to provide external, specialist help for the pupil and their family in school or at home.
- Class teachers may maintain an **ABC behaviour patterns chart** for a period of time prior to finalising the plan. **ABC** stands for **A**ntecedent (what took place immediately before the behaviour occurred), **B**ehaviour (a description of the unacceptable behaviour displayed) and **s**anction (what sanction did the pupil receive). Completing these forms help us to monitor any triggers or patterns. They can also be useful for parents/guardians to use at home.
- The plan may also encompass a specific, time-specified, programme of support for nurture, positive play or social skills development. This would be delivered by one of the school's Teaching Assistants.

Referral to external agencies

- If the school and / or home feel that further advice is needed to support with addressing the behaviour being displayed, then referrals can be made externally. (For example, to the GP, CAMHS, Educational Psychologist or Behaviour Support.)
- This will particularly be the case if there is uncertainty around the underlying cause for the behaviour.
- Whilst awaiting the outcome of a referral, the school will use an **Individual Behaviour Plan**.
- The school will also consider a **risk assessment** for pupils with challenging behaviour in order to minimise risk, protect pupils and staff and exercise the school's 'Duty of Care'.
- An **'Early Help Meeting'** involving parents/guardians and external support agencies will be initiated by the school if:
 - A pupil has been identified as having specific physical, social or emotional needs that must be met beyond school in order to improve behaviour.
 - A pupil has been identified as being at risk of exclusion.

Fixed Term Exclusion

If, despite support and intervention, the pupil does not make attempts to alter the behaviour they have been displaying, it may be necessary for the pupil to receive a Fixed Term Exclusion. This is a temporary exclusion, and it is at the discretion of the Executive Headteacher to determine how long it is for, taking into consideration the context of the situation at the time.

It can also be issued by the Executive Headteacher for isolated incidents if they are of a serious nature.

Unacceptable behaviour which might lead to an exclusion includes:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- A drug or alcohol related incident
- Sexual misconduct
- Damage
- Theft
- Persistent disruptive behaviour.

If Fixed Term exclusion has to be used on a number of occasions, the pupil may be at risk of receiving a **Permanent Exclusion** from the school. The Federation takes a very serious view of incidents of this type and the Executive Headteacher has the power to exclude for a fixed period of time or permanently. Permanent exclusion is only used as a last resort:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'

Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. Department for Education September 2017

MONITORING Sanctions

Behaviour for Learning

'Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.'

Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. Department for Education September 2017.

The Senior Leaders will monitor **My Concern**, **Class Dojo** and **ABC behaviour patterns charts** each half term to look for individual/group/whole class patterns of behaviour and plan preventative work to address any issues, for example: projects, intervention, whole school Worship themes, staff training etc.

THE AUTHORITY TO SEARCH AND CONFISCATE

Behaviour for Learning

Members of staff have a specific legal power to confiscate, retain or dispose of a pupil's property if deemed necessary.

All school staff can search a pupil or their belongings for any item if the pupil agrees. Staff also have the power to search without consent if they have reasonable grounds to suspect that a pupil may be in possession of prohibited items, including (this list is not exhaustive):

- Knives and weapons
- Alcohol
- Stolen items
- Illegal items
- Cigarettes, tobacco or e-cigarettes
- Fireworks
- Pornographic images
- Items which are reasonably suspected to cause offence, injury or damage

Members of staff can only undertake a search without pupil consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. Any member of staff who deems it necessary to search a pupil or their belongings must first speak to the Senior Leader or Executive Headteacher. There must be a witness (other staff member) present and where possible they should be the same sex as the pupil being searched.

PHYSICAL RESTRAINT

Behaviour for Learning

The Inclusion Leader and key members of staff are trained in the use of physical restraint. If a situation requires this response, then a pupil/pupils will be restrained by a member of staff to:

- Prevent a pupil from causing physical harm to another pupil
- Prevent a pupil from causing physical harm to an adult
- Stop a fight on the school premises
- Reduce risk of physical harm to themselves

All restraints are recorded on the [Staffordshire Physical Restraint form](#) and parents/guardians are contacted immediately. Copies of these forms can be found on the Safeguarding board in the Staff Room. Where a specific need has been identified for individual pupils, specialist training may be needed. The school will liaise with staff and parents/guardians to facilitate this.

EXAMPLE OF ABC BEHAVIOUR PATTERNS CHART

Pupil:		School and class:		
Date & Time	Antecedent What had happened immediately prior to the behaviour?	Behaviour What was the behaviour?	Sanction What happened as a Sanction (sanction or distraction)? Did it work?	Initials

ANTI-BULLYING

Behaviour for Caring

At The Mease Federation we work together to:

- Ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- Create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- Ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- Inform pupils and parents / carers of the school's expectations and foster a productive partnership which helps to maintain a bullying-free environment.
- Outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an in-balance of power. It can happen face to face or online.

Anti-Bullying Alliance

Definition of bullying

Bullying, either verbal, physical or indirect will not be tolerated. **The nature of bullying can be:**

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Online** – using mobile phone messaging, email or other social media to write or say hurtful things about someone.
- **Visual / written** – such as gestures or graffiti.
- **Damage to personal property.**
- **Threat with a weapon.**
- **Theft or extortion.**

Bullying is not:

- A falling out of children who are usually friends.
- A one-off exchange of words
- An occasion when someone doesn't want to play.
- An argument during a game, about the game or an action connected to the game.

Bullying can be based on, for example:

Mary Howard St. Andrew's

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs or Disability** (SEND)
- **Appearance**
- **Health conditions**
- **Home or personal situations**
- **Another vulnerable group of people** (e.g., young carers)

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted in this way.

STRATEGIES FOR IDENTIFYING & RESPONDING TO BULLYING

Behaviour for Caring

At The Mease Federation it is everyone's responsibility to be vigilant to signs, be prepared to challenge and aim to prevent occurrences of bullying. However, if incidences do occur they will be dealt with quickly and effectively.

Pupils If a pupil is being bullied in or out of school they are encouraged to:

- Not retaliate but to tell an adult that they trust at home or in school **or**
- Use their class 'worry box' to report what is happening **or**
- Call **Childline** to speak with an adult in confidence on **0800 1111**

Parents and Carers should be aware for potential signs of bullying such as their child looking or feeling distressed, lacking concentration, feigning illness or demonstrating any other unusual behaviour. If a parent or carer becomes aware that their child is being bullied they should:

- Encourage their child not to retaliate
- Support and encourage them to report the bullying to an adult that they trust in school **or**
- Report the bullying to the school themselves either in person or via telephone, Class Dojo or email.

Staff If a member of staff becomes aware of a pupil being bullied they must:

- Talk to the pupil. This will require patience and understanding. Remember – **listen, believe, act**
- Reassure the pupil(s) involved that they are safe
- Identify the child /children who has carried out the bullying and talk to them
- Identify and talk to witnesses if possible
- Inform the class teacher and Senior Leader if they don't already know so that parents / carers can be contacted

- Record the bullying on an incident reporting form (APPENDIX 1) and in the behaviour log (this includes even a 'casual' use of derogatory language)

Responding to bullying

With the child who is being bullied:

- Staff will offer follow-up support to the child in discussion with their parents / carers.

With the child who is bullying:

- The Sanction Steps will be implemented.
- Staff will pro-actively respond to the child who has been bullying as they may require support.
- A Response Plan with appropriate strategies will be devised through liaison between the class teacher, Senior Leader and the child's parents / carers.
- The Executive Headteacher will decide whether other authorities (such as police or the local authority) need to be contacted, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place in or out of school. Staff, pupils and parents / carers must be vigilant and aware that bullying can take place, for example;

- On the way to and from school
- Before or after school hours
- At weekends or during the holidays
- In the wider community

Cyber bullying via social media, messaging or email on mobile phones, iPads and computers impacts on a child's well-being beyond the school day.

MONITORING & PREVENTATIVE STRATEGIES

Behaviour for Caring

- Senior Leaders will monitor My Concern and Class Dojo and analyse outcomes.
- The Executive Headteacher will report on bullying to the governing board through Headteacher Reports each term. The key themes are linked to the areas which Staffordshire Safeguarding team request in their yearly Section 157/175 audit (see below).
- Staff to use form <https://forms.office.com/e/4Gp0TfWmna> to report the number of incidents of Child-on Child Categories I.e., Physical, Racist, Sexist, Homophobic, Sexual violence, Sexual Harassment, Harmful Sexual Behaviour, Problematic Sexual Behaviours.
- Senior Leaders will liaise with the federation's Personal Health Champion to plan how to address any common issues that arise around bullying across a class / school / the federation as a whole and to partake in national **Anti-Bullying Week** every November and **Safer Internet Day** every February.
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with School Council and Class Councils.
- Staff will use the curriculum, our PSHE overview, daily CONNECT time and Collective Worship to teach the children how to recognise different types of bullying, to have the confidence to respond and prevent bullying and explore inclusivity, dignity and respect for personal thoughts and opinions.

- Staff will evaluate the impact of initiatives such as Anti-Bullying Ambassadors, buddy systems, playground monitoring, intervention and positive play sessions.

Appendix 1

1. The Four steps to emotion coaching

Step One – Ensure the environment is safe, recognise the emotion, empathise and sooth to calm the individual.

Step Two - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, “, you look really angry today.” Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. Calm corner, calming strategies, kicking a football, having a cold drink, time with a member of the pastoral team/SLT) Then give praise for the use of regulation skills.

Step Three –Set limits on behaviour. Use correction or problem solving where appropriate e.g. “But it is not okay to kick the door like that. Let's think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

Step Four - Problem solving with the child. When the child is emotionally regulated and ready to reflect, be **curious** about the possible reasons behind their emotion e.g. “I wonder if these angry feelings are because you're feeling left out. Show empathy and acceptance of the feelings e.g. “I get it. I would feel angry if I was feeling left out too.” Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that ‘the relationship is bigger than the act’.

