

Somerdale Educate Together

Respectful Relationships & Behaviour Policy

School Specific Procedures and Systems

July 2025 – Adapted by Sam O'Regan, ratified by the governing board July 2025.

This policy aligns with the Educate Together Academy Trust overarching Behaviour & Relationship Policy and explains the school-specific procedures and systems. This policy should be read alongside the Trust policy. This can be found on the ETAT website. (www.educatetogether.org.uk)

A. Our Guiding Principles

As a UNICEF accredited Gold Rights Respecting School, we expect all relationships to be based on dignity and inclusion. Our procedures and systems that we put in place at Somerdale Educate Together to promote respectful relationships and behaviour recognise and actively support children's rights and anti-racist practice. We use a neuro-affirmative approach and recognise and celebrate the differences in individuals and that tailored support may be best that is attuned to children's specific needs. Our approach also embodies the Educate Together Core Principles:



- **Equity based** – Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.



- **Aspirational** – all of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.



- **Child-centred** – Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.



- **Collaborative** – Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.

At Somerdale Educate Together, we are:



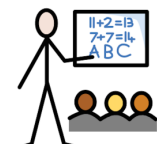
Respectful

Article 2: All children have rights. No child should be treated unfairly on any basis.



Safe

*Article 19: All children have the right to be protected from being hurt or mistreated, in body or mind.
Article 24: All children have the right to a safe environment.*



Ready to learn

Article 28: All children have a right to a good quality education.

B. Expectations

Children

- We expect all children to be respectful of their own rights, and the rights of others within our community. (*Article 2: No discrimination*)
- We expect all children to follow our fundamental rules of being respectful, being safe, and being ready to learn. (*Article 2: No Discrimination, Article 24: Health, water, food environment, Article 28: Access to Education*)
- We expect children to contribute to discussions when establishing class and school charters. (*Article 12: Respect for children's views*)
- We expect children to treat other people, resources and the school environment with respect. (*Article 29: Aims of Education*)
- We expect children to follow instructions from all adults within the school, questioning politely if they do not understand them, or if they believe them to be unfair. (*Article 3: Best interests of a child, Article 12: Respect for children's views*)

Adults

- As duty bearers, we expect adults to ensure that all children can experience all of their rights whilst at school. (*Article 3: Best interests of the child*)
- We expect adults to support children with their behaviour with dignity, fairness and respect. (*Article 28: Access to education*)
- We expect adults to model the positive behaviours we expect to see from children. (*Article 29: Aims of Education*)
- We expect adults to facilitate discussions around respectful behaviour, support children where disputes/incidents occur and in the establishment of class and school charters. (*Article 12: Respect for Children's Views*)
- We expect adults to use this policy, rules and consequences consistently and fairly. (*Article 2: No Discrimination*)
- We expect adults to follow the staff responsibilities as outlined in the ETAT Behaviour and Relationships Policy. (*Article 3: Best interests of the child*)

Parents/Carers

- We expect parents/carers to support the school with the implementation of this policy, by reaffirming the appropriate respectful relationships and behaviour expected at school and to engage with school, where children need additional support with these relationships and expected behaviours. (*Article 3: Best interests of the child*)
- We expect parents/carers to be aware of this policy, and the Trust-wide Behaviour and Relationships Policy which can both be found on our website. (*Article 3: Best interests of the child*)

C. Our Fundamental School Rules in practice



Respectful

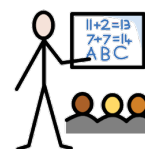
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Article 19: All children have the right to be protected from being hurt or mistreated, in body or mind.




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Ready to learn




Article 28: All children have a right to a good quality education.




At Somerdale Educate Together, our fundamental school rules are that all members of our school community are respectful, safe and ready. These are referred to in all key routines, with specific examples of what this looks like so that all understand expectations.




During Learning Activities	
 Respectful	<ul style="list-style-type: none"> We will respect the class charter We will focus on our learning and not distract others
 Safe	<ul style="list-style-type: none"> We will sit on our chairs safely with four chair legs on the floor.
 Ready to learn	<ul style="list-style-type: none"> We will listen carefully and follow adult instructions We have the things we need to learn, and ask straight away if we do not.




Assembly	
 Respectful	<ul style="list-style-type: none"> We focus on the assembly and not distract others.
 Safe	<ul style="list-style-type: none"> We keep our legs tucked in and sit on our bottoms.
 Ready to learn	<ul style="list-style-type: none"> We look at the person talking. We join in with the assembly, including singing.

Entering/Leaving Assembly	
 Respectful	<ul style="list-style-type: none"> We will stand and walk in silence.
 Safe	<ul style="list-style-type: none"> We will walk in a line, keeping up with our class. We will keep our hands out of our pockets.
 Ready to learn	<ul style="list-style-type: none"> We will enter our classroom silently and are ready for the next lesson.

Travelling around School	
 Respectful	<ul style="list-style-type: none"> • We will hold open doors for others. • We will greet adults.
 Safe	<ul style="list-style-type: none"> • We will walk sensibly.
 Ready to learn	<ul style="list-style-type: none"> • We will travel quietly • We will not distract others who are learning in the corridor.

Library	
 Respectful	<ul style="list-style-type: none"> • We will use the furniture safely. • We will take our shoes off when using the furniture.
 Safe	<ul style="list-style-type: none"> • We will only go in the library if an adult is there.
 Ready to learn	<ul style="list-style-type: none"> • We will put books back in the correct place tidily. • We will use quiet voices only.

PE	
 Respectful	<ul style="list-style-type: none"> • We will encourage each other.
 Safe	<ul style="list-style-type: none"> • We will wait and listen carefully to instructions. • We will use equipment safely and respectfully.
 Ready to learn	<ul style="list-style-type: none"> • We will join in and try our best in all activities.

Eating in the Hall	
 Respectful	<ul style="list-style-type: none"> • We will say please and thank you. • We will have quiet, respectful conversations with others on our table.
 Safe	<ul style="list-style-type: none"> • We will use our walking feet until we are outside. • We will line up safely and patiently
 Ready	<ul style="list-style-type: none"> • We will put our hand up when we are ready.

D. Charters

The aim of a charter is to create a shared understanding of how rights will be respected, protected and promoted and therefore the content is the most important element.

At Somerdale, alongside our fundamental rules, we have 3 charters:

- Individual Class charter, drawn up by each class at the start of Term 1 and reviewed throughout the year.
- Breakfast/After-School club charter, drawn up by representatives from each key stage at wraparound care

-Play/lunch charter, drawn up by Rights Respecting Ambassadors after class consultation.

Charters are displayed in prominent locations so that they can be regularly referred to. Charters display between 3 – 5 rights (dependent on age of children), and include what Rights Holders will do to respect each other's rights, and what Duty Bearers, the adults, will do to ensure that rights are upheld.

E. Teaching & Modelling Respectful Relationships & Behaviour

We recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply.

We have a responsibility to teach children:

- What the expectations are in school and why
- To understand how they can respect others in the school community to ensure everyone is safe and able to learn
- How to modify behaviour to suit different contexts
- How to recognise and control emotions in order to modify their behaviour

Our fundamental school rules, Respectful, Safe, Ready, are referred to daily by all adults to ensure that children are aware of what is expected. Children are taught what this looks like in different contexts including during learning activities, travelling around the school and assembly times. These are displayed prominently in relevant areas with photographs to support children's understanding of the expected behaviour.

Values

Each month, there is a focus value. This value is referenced within the classroom, taught during assemblies and prominent in the library area. Each value is explored, children reflect on their own experiences and the experiences of others, and create connections with how this value can be modelled in everyday life.

September 	Responsibility Link to ABCDE and adults responsibilities for upholding rights*	January 	Perseverance	May 	Courage
October 	Respect	February 	Kindness	June 	Empathy
November 	Friendship	March 	Justice	July 	Thankfulness
December 	Peace	April 	Dignity		

*Children are taught that Rights are for all children and young people throughout the world (universal), are there at birth (inherent), cannot be taken away (inalienable), do not come with any conditions attached to them (unconditional) and are all equally important (indivisible). They are taught that adults are responsible for upholding children's rights, but that children are expected to respect these rights, however, they are not responsible for them.

Zones of Regulation

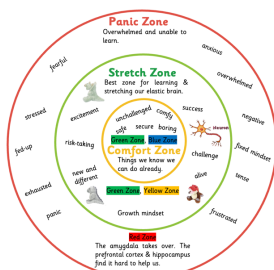
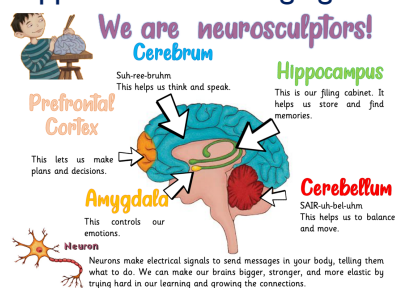
We use 'Zones of Regulation' to support children with identifying large emotions and to provide them with strategies to support them. Each class has a regulation station, and zones of regulation language is woven into the Restorative Justice conversation script.



Behaviour for Learning

Our school uses a Growth Mindset approach to support teaching positive learning behaviours. We use the language of neurosculptors, the Achievosaurus and the comfort/stretch/panic zone to support children with identifying positive behaviours which allow us to learn best and which create a 'mindset of a champion'.

Teachers explicitly teach this language at the start of every year, and then use this within daily practice to support and encourage good learning behaviours.



Tryatops



We are resilient.

- Resilience *Be persistent & determined*
- Curiosity *Be playful with ideas, question processes*
- Finding another way *Learn from trial and error*
- Challenge-taker *Put effort into our learning*
- Taking risks *Remain calm, growth mindset – give it a go*
- Bouncing back *understand mistakes are important*

Thinkadocus



We are deep thinkers.

- Listening *Careful listening*
- Concentration *Keeping focussed on the task*
- Being focussed *Recognising and controlling distractions*
- Paying attention to details *Be a critical, creative and empathetic thinker*

Solvosaurus Rex



We are problem solvers.

- Problem-solving *Identify the problem, test ideas*
- Making links *Notice patterns & connections*
- Reflecting *reflect on strategies used*
- Predicting *build on what we know*
- Resourceful *Toolkit of strategies, collaborate*
- Questioning *share thoughts and ideas*
- Being courageous *Embrace challenge and take risks*

Learn Together

As part of our ethical curriculum, through the Equality and Justice, & Values and Ethical Perspective strands, children are explicitly enabled to:

- Develop a critical knowledge, understanding and awareness of issues relating to human rights, equality, culture, diversity, social justice and social inclusiveness.
- Develop a critical way of being, fostering questioning, analysis and open engagement with ethical and social justice issues.
- Feel empowered to become informed, ethical and active citizens.
- Develop a critical knowledge, understanding and awareness of right and wrong and a heightened awareness of social, ethical, and moral standards through reflection on life itself.
- Learn to explore their own identities and in doing so, strengthen and enhance their self- worth and self-esteem.
- Explore, understand and identify appropriate responses to the multitude and richness of human emotions.

- Identify values integral to personal development which can inform ethical decisions.
- Engage in philosophical discussion and enquiry.

F. Noticing the Positives – Reward & Positive Reinforcement Systems

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita F. Pierson

Respectful relationships and positive behaviour are built on strong, positive connections. As part of our child-centred principle, adults strive to build meaningful relationships with every single child. Each morning, it is expected that children are greeted by their name at their classroom door by the teacher to support the feeling of being valued and important.

All adults give specific, meaningful, positive feedback and praise to children who are following our fundamental rules or displaying the school values or good learning behaviours. The expectation is that this specific, meaningful acknowledgement of respectful behaviour takes place throughout the school, not just inside the classrooms.

Just recognition itself can be hugely powerful.

A member of the Senior Leadership Team will also, where possible, be visible during transition times and lunchtimes to recognise and encourage respectful behaviour and interactions.

Pom-Pom – Class Rewards

Each class has a pom-pom jar. Children democratically vote for a small treat that they are working towards. Where adults spot respectful behaviour, they can award a pom-pom which goes towards the collective goal. Any adult can award a pom-pom, including site staff and wraparound staff.

Examples of where a pom-pom may be awarded:

- Respectful walking around the corridor
- Holding doors open for others
- Greeting passing adults
- Using manners
- Positive learning behaviours, such as resilience, taking on challenges
- Showing kindness or support towards others
- Working as part of a team
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Once the jar is full, the reward is organised, and children then vote for their next treat.

Class treats usually last for around 30 minutes and must be inclusive, with no child left out for any reason.

Treats in the past have included:

- Dress-up Days
- Parachute games
- Gym apparatus in the hall
- Hot chocolate & Biscuit (ensuring all dietary requirements are catered for)
- Trip to the wooden park on the Somerdale estate

Where a treat is expected to take longer than 30 minutes, or there is a cost implication, adults should get authorisation from the headteacher.

Recognition/Wow Slip

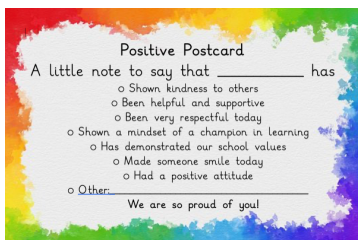
Where children have gone over and above, adults can ask children to share their achievements with a member of the Senior Leadership Team where a Wow slip will be presented to the child to take home. The adult will write a personal message to that child on the Wow slip.

Children visiting the headteacher will also receive a Headteacher Sticker.



Postcard home

Teachers can send home 'Positive Postcards' where children have impressed them with respectful relationships or behaviours. These have a list of expected behaviours for teachers to tick that can then go home.



Certificates

Each week we hold a celebration assembly where children are recognised for their achievements.

Learner of the Week: Given for growth mindset and learning achievements.

Rights Respector: Given for respecting rights of others, or their own rights

Star Writer: Given for that has impressed e.g. progress, effort.

Sports Champion: Given to someone who has promoted qualities listed on certificate

Somerdale Star: The big one! This is much more personal, to highlight children who show the school values, or have gone ‘above and beyond’.

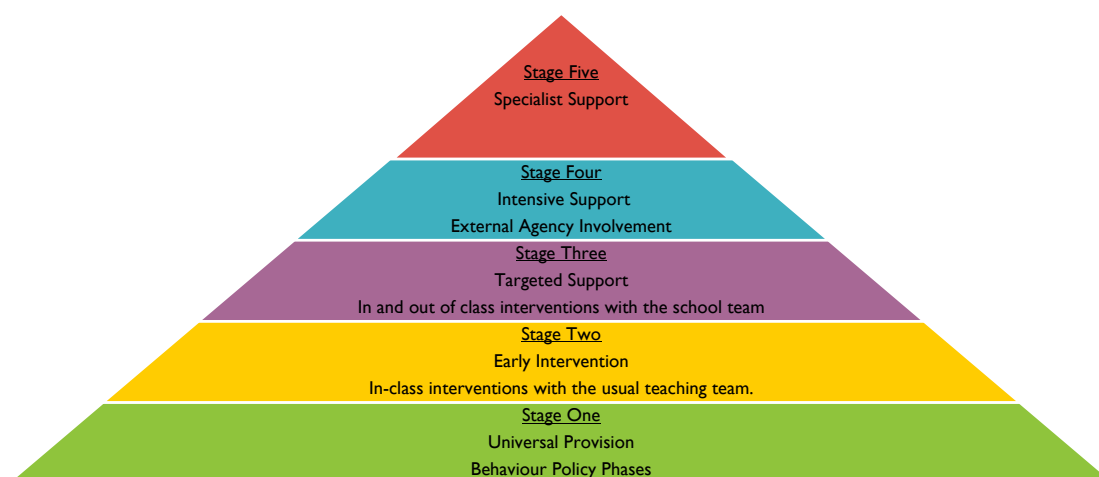
Other reward & positive reinforcement systems

Adults may use additional reward or positive reinforcement systems where equitable and appropriate. For example, personalised rewards in line with individual support plans, or additional class reward systems if appropriate to the needs of an individual class. Where additional class reward systems are deemed appropriate, teachers will speak with the Key Stage Lead.

G. Consequences & Sanctions (Stages)

Overview

In this section, we detail the different phases of sanctions. In the afternoon, all children return to Phase 0.



PACE

Pace can be used as an effective way to help children to make positive behaviour choices:

P – playfulness

(Oh how did these books get over here – thinking about tone of voice)

A – acceptance

(I can see this is tricky right now. I wonder if you are feeling...x)

C – curiosity

(Be curious, not furious)

E – empathy

Phase	Language	Action	Script
0	Reminder	Refer child to class charter. Remind behaviour and learning expectations using the child poster for support.	Use PACE. Be specific with reminder: Respectful – we need to... Safe – we need to... Ready to Learn – we need to...

1	Reinforce	Reinforce expectations with a polite verbal warning using the child poster for support.	(Name) You are not respecting the right to... because... You need to... or you will need some time to reflect. Then walk away to give 'take up time' and avoid getting into a negotiation or shifting blame.
2	Reflect	Child to be given a few minutes elsewhere in the classroom with the Restorative Justice ready reckoner. Teacher to then hold brief Restorative Justice conversation.	(name) You are still not respecting the right to... because... You now need some time to reflect on this behaviour.
3	Reset	Child has 5 minutes in the other classroom within the key stage. Child given Restorative Justice form to complete. Upon return, adult to look at Restorative Justice form with child. Adult to record on CPOMs and inform parents. If there have been 3 resets already in a week, they go straight to phase 4 – Internal seclusion.	(NAME) You have continued to X you now need to have time to reset in Year...
4	<u>Internal Seclusion</u>	If behaviour does not improve, After 3 resets in a week, <u>or</u> one of the following behaviours: Leaving classroom without permission Leaving or attempting to abscond Intentional physical harm to another child/adult Acts of racism, homophobia, sexism or other forms of discrimination. Child taken to a member of SLT who will confirm internal seclusion. SLT to contact parents and send letter home. Early Intervention stage activated Where there have been two internal seclusions in one term, targeted support stage activated.	(Name) you have continued to... I will now call Chris/Sam to ask them to join us so we can explain what has happened.
5	<u>External Suspension</u>	If not complying with internal inclusion, behaving unsafely. If 3 internal seclusions in a term. Extreme behaviour such as acts of racism, homophobia, sexism or other forms of discrimination. Targeted or Intensive support stage activated	Reintegration meeting

6	<u>Permanent Exclusion</u>	Permanent exclusions are rare and would only be issued following recurring suspensions and/or failure of all support strategies and alternative provision.	
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H. Restorative Justice

The restorative approach is very effective in improving behaviour and learning in primary settings where implemented as a whole-school approach. We use restorative justice in situations where children have not followed or met school expectations. This approach links in with the Zones of Regulation. Restorative justice can be carried out as part of a verbal conversation, or using the written proforma. It ensures that relationships are rebuilt, and that all parties involved have their voice heard. Where the behaviour has had an impact on a particular individual, they will be asked if they would like to join the Restorative Justice conversation, guided the adult. Conversations use a set script:

What happened?

How were you feeling? (Link to Zones of Regulation)

How do you feel now?

Follow up – I understand you were feeling... It is horrible to feel... but that behaviour is not OK.

We need to respect the right to...

Who has been affected by what you did and how?

How do you think (the victim's name) felt when you did that?

What do you need to do to make things right?

What have you learnt to help make the right choice next time?

Each class has a restorative justice folder, which include resources to support verbal restorative conversations.

	argued		shouted		hit		spat		bit		distracted others		Did not Listen		said unkind things		snatched		broke		excluded others
												Restorative Justice supportive questions What happened? How were you feeling? (Link to ZofR) How do you feel now? Follow up - I understand you were feeling... It is horrible to feel... but that behaviour is not OK. We need to respect the right to... Who has been affected by what you did and how? How do you think (the victim's name) felt when you did that? What do you need to do to make things right? What have you learnt to help make the right choice next time?									

I. Lunchtimes and Playtimes

During playtimes and lunchtimes, there will be a designated member of the senior leadership team on duty so that adults can radio for support where required.

Adults will use the playtime charter to support children to show the expected respectful relationships and behaviours, alongside the fundamental school rules. Adults will follow the same scripts for Stages reminder, reinforce and reflect.

Children needing time to reflect (Stage 2) before a restorative justice conversation may be directed to a bench or the outdoor classroom for a short period of time before the scripted conversation takes place.

For children who need a reset, adults on duty should radio a member of the senior leadership team. The member of the leadership team will then record this onto CPOMs. Should there be three resets in a week during this time, then early intervention will be put in place. (See section K: repeated and severe behaviour)

J. Wraparound Care

Adults will use the wraparound care charter to support children to show the expected respectful relationships and behaviours, alongside the fundamental school rules.

Adults will follow the same scripts and processes for stages reminder, reinforce and reflect. For children who need a reset (3), if a member of senior leadership team is available, they will have their reset with them. If they are not, then the reset will take place with a member of after-school club staff, and a member of senior leadership team will meet with the child the following day to discuss the incident, and to re-enforce expectations. Resets and above must be recorded onto CPOMs and the parent/carer informed at pick-up time.

For repeated and severe behaviour, a targeted support plan will be put in place. Should there continue to be repeated and severe behaviour, this may lead to a withdrawal of the child's place at wraparound care.

K. Repeated and Severe Behaviour

Severe behaviour can lead directly to a Phase 4 internal seclusion or a Phase 5 external exclusion. Severe behaviour includes:

- Leaving class without permission
- Absconding
- Intentional physical harm to another child/adult
- Acts of racism, homophobia, sexism or other forms of discrimination.
- Intentional physical damage to school property.

This is not an exhaustive list

Stage 2: Early Intervention Stage

Where a class teacher feels that a child requires extra support with their behaviour, or where there have been three resets in a week, early intervention will be put in place.

Early intervention will take place where there have been three resets in a week, or where there has been an internal seclusion.

There will be an initial meeting involving the teacher, child and parent where an early intervention plan will be created.

There will be a review after two weeks. Where there has been no or only limited improvement, the early intervention plan will be adapted and continue for a further two-week review period.

Where behaviour incidents have increased, or there has been a further internal seclusion during this stage, then targeted intervention will take place.


Stage 3: Targeted Support Stage








Where a child has had two internal seclusions in one term, an external exclusion, or there are still concerns after two review periods of the early intervention phase, a targeted support plan will be put in place.

There will be an initial meeting involving the headteacher or deputy headteacher, SENCo, teacher, child and parent/carer. During this meeting, a behaviour analysis grid will be completed, and a targeted support plan, detailing expectations and reasonable adjustments put in place to support positive behaviour and relationships.

There will be ongoing two weekly review meetings with the headteacher or deputy headteacher, teacher, child and parents/carers, alongside a daily communication book to keep parents informed of progress.

Where behaviour incidents continue to increase, or there has been an external exclusion during this stage, then intensive support will take place.

 My target is:

	 Monday	 Tuesday	 Wednesday	 Thursday	 Friday
 Morning	Symbol First type	Symbol First type text	Symbol First type text	Symbol First type	Symbol First type text
 Afternoon	Symbol First type	Symbol First type text	Symbol First type text	Symbol First type	Symbol First type text

(Example Communication Book)

Stage 4: Intensive Support Stage

During the intensive support stage, an in-depth review of the support plan will take place with the headteacher or deputy headteacher, teacher, child, parents and SENDCo. Further adjustments will be made, which may include support from external agencies. There will be two-weekly review meetings.

Stage 5: Specialist Support Stage

Where there has been more than one external seclusion or if the child is at risk of permanent exclusion, specialist support will be put in place. A formal review meeting will be held with the headteacher, SENDCo, teacher, child and parents. Outcomes may include a referral to the Education Inclusion Co-ordinator, and/or referral to the Behaviour and Attendance Panel.

L. Behaviour outside of school grounds

Under the DfE Behaviour in Schools advice document (Feb 2024), schools have the power to sanction pupils for behaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When in some identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

In these circumstances, the leadership team will assess and investigate any allegations. The nature of the behaviour and result of the investigation will inform which consequence and/or sanctions are necessary and reasonable, as per our stages guidance(section K).

M. Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. (*Anti-bullying alliance definition of bullying*)

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.



At Somerdale Educate Together, there are anti-bullying ambassadors who are led by a member of teaching staff. There is an anti-bullying charter. This is updated annually by our anti-bullying ambassadors and can be found on our school website.

Somerdale Educate Together follows the anti-bullying alliance's 3-step response to bullying framework when dealing with incidents of bullying:

Step 1: Safety of those directly involved.

Below are questions that should be asked at this stage, and a record of these considerations should be made on CPOMs. It is important that children are fully involved along the way.

- A) Are all pupils involved safe?
- B) Is anyone's physical health or wellbeing at risk?
- C) Have you needed to use the child protection policy?
- D) Did you access any outside support?
- E) Have you recorded the incident on CPOMS (see below for what should be included)
- F) Did you tell the pupil/s being bullied that you are taking it seriously, it's not their fault and they don't have to put up with bullying?
- G) Have you asked the pupil/s being bullied how they are feeling and how they think it can be resolved?
- H) Have you informed the pupil/s being bullied what you will do next?

Information to be recorded onto CPOMs:

Type of bullying, who was involved, where/when did it happen? How was the target (bullied child) affected at the time? How did they feel, what did they think should happen to make it right? Who was spoken to and what actions were agreed?

Step 2: Preventing the bullying from reoccurring

This step is about working with the group of individuals involved to prevent the bullying from reoccurring. Bullying is a group behaviour. It rarely happens between two individuals in isolation.

The activities below are worked through to develop a peer strategy. Adults use the proforma in Appendix A to support this, and then upload a record onto CPOMs.

- A) Record names based on the roles involved in bullying, how they were involved and what you could do to change their behaviour
- B) Have you been clear what steps you are taking with those involved?

- C) Have you developed a strategy together with the target and are they happy with your agreed way forward?
- D) Have you sought agreement from all those involved about the way forward? This can be done with a signed agreement.
- E) Have you regularly checked in with the target/s? Do they have a discreet way to report to you about how they are feeling at school regularly? Have you talked to parents/carers?
- F) Is your response built upon changing the behaviour of the group and not solely on changing the behaviour of the target/s? This is important to avoid sending a message to the target that bullying is their fault.

Step 3: School Learning and Reflection

This step allows a chance to reflect on school practice to ascertain if there is anything that can be done to prevent a similar situation in the future. Steps 2 and 3 can and should happen concurrently.

- A) What has this incident taught us?
- B) Does this reveal any issues in school? *E.G. is there an issue with language in school or an area within the school which needs more adult supervision?*
 - Do staff need any training? Remember to think across whole staff team and include wraparound care and break staff.
 - Do we need to refresh school policy and procedures? Have any gaps been identified?
 - Do parents have a good understanding of what bullying is and isn't? Do they know the school approach to anti-bullying?
- C) What needs to happen/who do you need to speak to in order to make this happen? By when and how?

Where there is a concern regarding bullying, a home/school communication book will also be used.

N. Staff and Pupil Induction Practices

When a new member of staff begins, as part of the induction process, the respectful relationships and behaviour policy and procedures are talked through and new staff members read and sign the policy.

When a new pupil begins, class teachers talk through our fundamental rules and charters.

O. Banned Items & Searches

This section adheres to the Department for Education 'Searching, Screening and Confiscation Advice for schools' document (July 2022). Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed, or any other item that the school rules identify as an item which may be searched for:

The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations:
 - Tobacco and cigarette papers;
 - Fireworks; and
 - Pornographic images.

Other items banned under school policy:

- Mobile phones (Only children in Year 5 & Year 6 who walk to/from school alone and with a completed permission slip may bring their mobile phone into school. This must be immediately turned off and handed to the class teacher for safe keeping for the day until home time.)
- Smart devices including watches that have access to the internet/mobile network
- Electronic devices that can take photos or recordings.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or items banned under school policy for which a search can be made, or if the pupil has agreed.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If a pupil continues to refuse to co-operate the member of staff may sanction the pupil in line with the behaviour policy, ensuring that the response is consistent and fair.

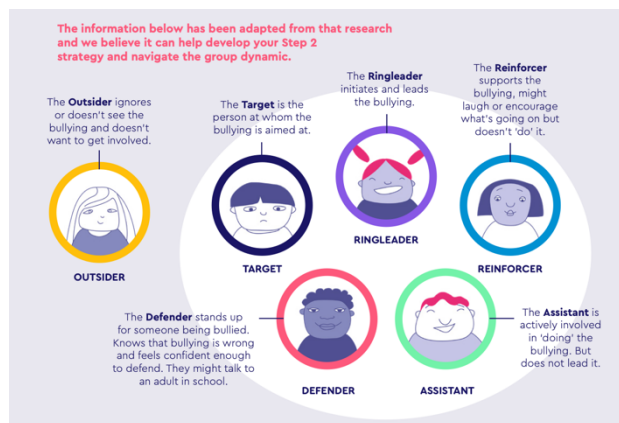
If the pupil still refuses to co-operate, the headteacher or deputy headteacher must assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items as per DfE guidance but not those banned under school policy. Any search must be recorded onto CPOMs and parents must always be informed of any search that has taken place and the outcome of the search as soon as is practicable.

More information can be found on <https://www.gov.uk/school-behaviour-exclusions/searches>

P. Malicious Allegations

If an allegation is determined to be unfounded or malicious against school staff or other pupils, the headteacher, or deputy headteacher in their absence, will consider whether any disciplinary action is appropriate against the pupil who made it. The headteacher will consider how school will support the pupil who has made the malicious allegation, in terms of safeguarding and any potential mental health support.

Appendix A: Roles involved in Bullying Record (Step 2)



Roles in school are continuously shifting, especially in schools where there is a problem with bullying. A person can be a 'ringleader' at one time and become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

Bullying is seen to be a group phenomenon. Others can have a significant influence on the outcomes of behaviours in school either intentionally or otherwise. By utilising these roles and encouraging other options such as 'not laughing along' or 'checking in' after the incident to say that you will help a target to report, you can have a positive affect on bullying incidents.

Role	Name/s	How were they involved?	What could this group do to help stop the bullying? e.g. stop the reinforcers laughing or create defenders	Agreement: What approach have you agreed to take with each group?	Review: What levers did you use, and did they work?
Target/s					
Ringleader/s					
Reinforcer/s					
Assistant/s					
Defender/s					
Outsider/s (You don't need to outline everyone. Just those that you think potentially have a positive impact)					