



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

A Relationship Approach to Positive Behaviour and Anti-bullying

Adopted November 2023

Date to be reviewed: November 2025

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

The contents of this Policy cover the following information:

- Philosophy and Aims of the **Goldsborough Sicklinghall Federation**
- Staff Responsibilities and Expectations
- DfE recommendations appertaining to this policy
- Expectations for behaviour throughout the **Goldsborough Sicklinghall Federation** Rewards and encouragement
- Consequences and procedures
- Equal Opportunities
- Children with Special Educational Needs
- Hate Crime: Anti-bullying strategies/Online Safety /Anti-racism strategies / Homophobic strategies
- Allegations of Harmful Sexual Behaviour
- Use of Restrictive Physical Intervention
- Screening and Searching Pupils
- Discipline Beyond the School Gate
- Seeking External Support to Improve Behaviour
- Complaints
- Pastoral Care for Staff



The guiding principles outlined in this policy are in place to ensure the **Goldsborough Sicklinghall Federation** is an Attachment and Trauma Aware setting; we use the knowledge of attachment and trauma as the cornerstones of this policy.

This policy is influenced by and takes aspects of the following documents:

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)

“No significant learning can take place without a significant relationship”.

James Comer

“Great teachers focus not on compliance, but on connections and relationships”.

PJ Caposey in Education Week Teacher

This extensive Policy outlines the philosophy of the Goldsbrough Sicklinghall Federation and the research and reasons why such an approach is a vital part of school's day to day operational management.

Philosophy and Aims of the Goldsbrough Sicklinghall Federation:

The Governors and Staff believe that a safe, calm and positive environment are crucial in supporting our children to develop the behaviour and attitudes that are essential for learning. Our positive relational behaviour policy is rooted within our school motto '**Working together to be the best that we can be.**' where we start with developing safe, trusting, respectful and supportive relationships. Staff and other adults in school model the behaviour and attitudes that we expect towards all staff, children and parents and establish clear routines and expectations.

Behaviour that does not meet the expectations should be addressed by establishing the reason for and the consequence of the behaviour, including the impact their actions may have on others. All children and adults will need varying levels of support to do this and our staff will work empathetically with each individual when doing this.

All staff receive Emotion Coaching Training and understand that the language used and the manner in which we speak to those involved will demonstrate to all involved that **behaviour is a way of communicating.**

Aims:

- To ensure that there is a consistency of approach by all staff, including a common language for supporting children with their behaviour and regulation.
- To provide clear guidelines to be followed by all adults in school, which reflect our school aims and ethos.
- To take a non-judgemental, curious and empathetic approach towards behaviour, encouraging all adults to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself.
- To teach moral values and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- To promote and celebrate high standards of behaviour.
- To provide a compassionate learning environment where children feel safe and are respected.
- To recognise that children will usually demonstrate appropriate behaviour if the teaching and learning experiences they have are well matched to their needs. We therefore, work hard to provide learning opportunities that are carefully matched to children's needs.
- To work in partnership with parents and carers including to establish appropriate support for all children.
- To support children in reflecting on the impact of their actions.
- To teach children that meeting expectations of behaviour are important for learning and that not meeting these expectations can have a negative impact on their and other children's learning.
- To achieve a respectful, civilised, secure and safe environment where everyone shows consideration and kindness towards each other.
- To provide our children with an inspirational and relevant curriculum; one which inspires children; one which encourages problem solving, fluency and reasoning to build academic success in school, where children are happy supported, confident and enthusiastic.

- To facilitate children in reaching their potential; respecting others' cultures and maintaining mutual respect for, equality and tolerance of those with different faiths and beliefs and for those without faith.
- To teach children how to challenge concepts appropriately in a democratic and supportive environment where all opinions are respected and where ideas are valued.
- To expose to children the successes the educated world has to offer to them and aspire for them to become totally committed, through their learning, to joining that world and being successful.
- To create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.
- To develop happy, healthy children who know how stay safe and who enjoy their relationships with others; understanding healthy boundaries.
- To foster a sense of wonderment and inspire a constant curiosity within our pupils.

Expectations

INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Key values and actions underpin this Policy and they are **embedded into all areas of school life.**

These expectations of are discussed with the children at the beginning of every school year and are referred to on a daily basis to support children in understanding the expectations in our school.

It is important to have high expectations for our children while recognising some children have specific needs.

The following expectations cover all times of the school day and where children are representing the school out of hours or off site.

Our vision '*Working together to be the best that we can be*' and the values that underpin this is the basis of these expectations in order to meet our school aims.

The fundamental principles our federation follows allow for all children to **THRIVE** in their education are are to **INSPIRE** all children to do their best, **NURTURE** each child's individual needs, **BELIEVE** that all children are capable of success in any area of the curriculum, and to facilitate plentiful opportunities across a rich and exciting curriculum for every child to **ACHIEVE**.

Our Christian / Human Values are embedded into all areas of school life:

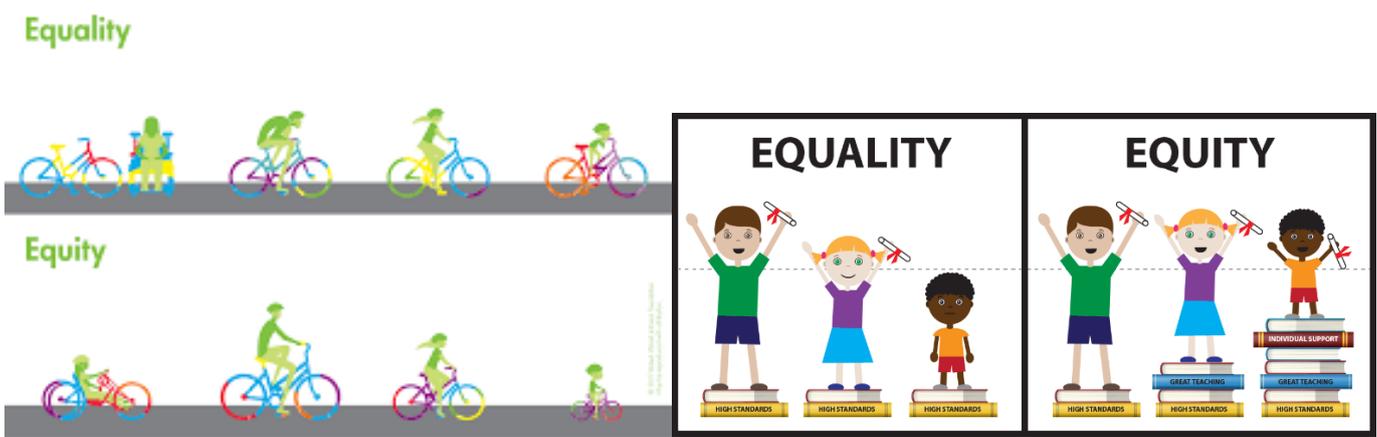
- **Happiness**
- **Perseverance**
- **Resilience**
- **Kindness**
- **Friendship**
- **Respect**

These expectations are taught to the children at the beginning of every school year and are referred to on a daily basis to support children in understanding the expectations in our school.

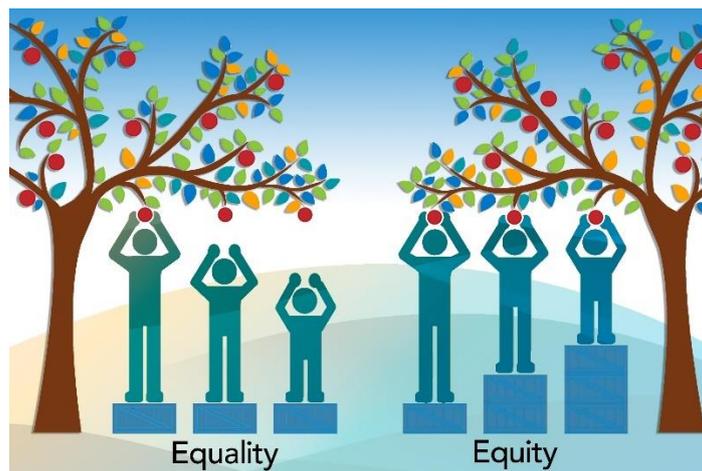
Developing this understanding is done in a wide range of ways:

- Collective Worship exploring the weekly Ethos Statement and Values, in addition to the British values of democracy, individual liberty, mutual respect and tolerance and the rule of law.

- Our comprehensive PSHE/RSE curriculum covers a wide range of areas which support understanding relating to behaviour including relationships, emotional health and well-being, healthy lifestyles and citizenship. This includes understanding bullying and cyber bullying.
- Annual events bring a specific focus to some aspects relating to our expectations including Friendship Anti-Bullying Week, or Respect and Neuro Diversity Week and Black History Month.
- We use an emotion coaching approach to behaviour regulation which encourages children to learn how to manage their own behaviour. It is everyone’s responsibility to challenge and provide support for children where these expectations are not met but equally to comment positively when they are.
- We work together to support the school community in understanding that being ‘fair’ is not about everyone getting the same (equality) but it is about everyone getting what they need (equity) – this is a key aspect of learning.
- *“Fairness does not mean everyone gets the same (equality). Fairness means everyone gets what they need (equity).” Rick Riordan*



Once children and stakeholders understand Equity, we work towards helping children understand life without barriers at all – towards a more inclusive education system that is fair and just for all children in our school.



Children only have one childhood and one chance at Primary School, and we know that each day is the opportunity to grow and develop in our learning; to build knowledge, resilience, tolerance and to develop our interest in the world around us. Every moment is precious at school; our children learn to persevere, become resilient, to be healthy, to have friends and to be respectful; we are not afraid to make mistakes along the way.

Everyone is special – the children, their families, staff members, governors and the wider community. Together we all support the children in becoming well-rounded individuals and members of local and global communities. Providing children with opportunities to integrate with their peers and with the wider community, we enable all children to discover their unique strengths and talents.

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour.

We encourage children to be 'active listeners' and to develop the capacity to make decisions through rewarding positive behaviours. Good concentration, the ability to question appropriately, self-motivation and self-regulation are key skills. We aim to help children adapt their behaviour sensitively and sensibly to the many different contexts in which they will find themselves, now and in the future.

Children, families and staff understanding Equity is vital to ensuring that everyone Thrives as we meet the needs of individuals in the **Goldsborough Sicklinghall Federation**

The class rules were discussed with School Council who decided that the **Goldsborough Sicklinghall Federation rules should be:**

- I will be kind to other children and adults and I will care for and respect their feelings.
- I will be polite and helpful to everyone in school, using my manners at all times.
- I will listen carefully when asked to do so by an adult.
- I will move calmly and quietly around school to maintain a peaceful learning environment.
- I will be safe and sensible at all times.
- I will look after my belongings and treat other people's property with care and respect.

Goldsborough only:

- I will use the teachings of Jesus to help me to make the best choices in all situations, demonstrating our Christian Values through my own actions.

These expectations embody a strong moral code against which the children can measure their actions and underpin the expectations for behaviour throughout the **Goldsborough Sicklinghall Federation**.

Staff Responsibilities and Expectations:

Ensuring, acknowledging and encouraging **positive behaviour is everyone's responsibility**. The Governors outline a code of behaviour expectations and ALL **Goldsborough Sicklinghall Federation** staff are duly expected to follow the Positive Behaviour strategies and protocols outlined within this policy.

If a child is experiencing difficulties of any kind with their concentration or behaviour then the class teacher will log their concerns and put appropriate strategies in place to allow the child the opportunity to discuss and address their difficulties with the teacher. If the unsettled behaviour continues then the class teacher will involve a member of SLT and, where appropriate, the school SENCo. There can be many reasons for a child becoming un-cooperative/non-compliant and **Goldsborough Sicklinghall Federation** staff always looks for potential explanations as **all behaviour is a form of communication**.

Those children with additional needs follow broadly the same system as their peers, though the teacher as the expert may, at times, choose to adapt the policy slightly whilst still ensuring that the children are, through restorative conversations and support, able to understand consequences and how to reinstate their own positive behaviour. This process is usually done away from the whole class to avoid instilling a sense of shame in the child.

A child may be experiencing friendship difficulties; needing additional help with their work or experiencing a disruption within their family/ home life. Our positive behaviour system is designed to **alert parents/carers to any changes experienced at school through effective verbal communication in the first instance (a phone call or a brief meeting)**. We are fully committed to working in partnership with parents/carers and we believe children are far more successful when school and home are both working to support one another.

Conversations are completed in a supportive manner, allowing school and home to work together to support every child's needs.

Our system is designed to involve parents/carers at every stage, establishing a dialogue between teacher and parent so that the appropriate consequences and support mechanisms can be put in place for maximum effect.

When engaging with children in the [Goldsborough Sicklinghall Federation](#), staff members focus on key areas:

The 4 Steps to Emotion Coaching:

1. NOTICE AND EMPATHISE

Notice any reactions and judgments the child's behaviour causes in you. Imagine a similar situation for an adult.

2. LABEL AND VALIDATE Help your child to name what they're experiencing in this moment. "I can see that you're angry. I would feel angry, too, if that happened to me..."

3. SET LIMITS (if needed) Emotion Coaching accepts the emotion, but not unacceptable behaviour.

"I understand you're feeling [angry], but hitting your friend is not okay."

4. PROBLEM SOLVING

When the child is calm, find solutions with the child. When possible, follow their lead in picking a solution.

When supporting group situations, staff members also aim to follow the following steps:

RESPECT: for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY: taking responsibility for your own actions.

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Responses to children not meeting expectations

It is common that children may not meet the expectations outlined for them. The job of school staff is to **connect** with the children **before correcting** their actions. Following discussions with those involved in an incident, consequences and restorative actions will be implemented at an age appropriate level. **The aim is never to shame a child in front of others, but to support them with making restorative choices**

These consequences should be related and proportionate to the impact of an incident.

Examples of this would include:

- where a child has made a mess, they would tidy up;
- where an incident has occurred at playtime, the child may be asked to walk with the member of staff on duty to have some time to calm down and reflect;
- if a child does not engage with their learning in class, they would be asked to complete their learning at a time when they are calmer (e.g. in their own time, away from their peers at playtime);
- if a child has hurt another child through their actions, the child would be asked to show that they are sorry in any form including verbally, in writing, through a picture or an action. We equally know that, for some children who have experienced trauma, they may not understand this process as they may have suffered significant harm without any acknowledgment of this or apology for what has happened to them. Therefore, a child will not be forced to apologise but will be supported to understand the purpose of this and will be encouraged to say sorry.

This is not an exhaustive list and adaptations are made based on a multitude of aspects and individual needs.

A Relationship-Based approach to Inclusion – the background research and why it is important

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) recognised that behaviour is a form of communication. Behaviour and Social Difficulties was replaced with Social, Emotional and Mental Health Difficulties (SEMH) which helped to promote a shift towards viewing behaviour as a communication of an emotional need, whether conscious or unconscious and responding accordingly.

We believe that responding to the SEMH needs of a child is everyone's responsibility. We take every opportunity to teach strategies for building social skills, resilience and raising self-esteem. Across the **Goldsborough Sicklinghall Federation** these are recognised as vital steps in preparing our pupils for the opportunities, responsibilities and experiences of life.

Through the guidance and support provided in school, our children develop a range of strategies which enable them to manage their emotions and self-regulate their behaviour.

A non-judgemental and empathic approach towards behaviour is taken and all adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. A child with behavioural difficulties needs to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.

We recognise that strong relationships between staff and children are vital. Staff must be fair and consistent with every child, considering individual needs. Children need to understand that the staff member will always be approachable and support pupils in understanding that they are there to help, enabling pupils to feel safe. This may sometimes mean that there is a need for staff to explain a consequence to the pupils to facilitate the learning of appropriate behaviour and to ensure the safety of all.

We actively promote strong relationships between staff, children and their parents/carers. Relationships are central to our sense of belonging and to our emotional well-being. These include staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships. We rely on our positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, we ensure that their educational environment is rich in both nurture and structure. We have consistent, predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of our safe and caring school environment.

Relevant rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

We encourage parental engagement and involvement and see this as crucial when addressing and planning support for children's SEMH needs.

It is important that indicators of SEMH are clearly recognised to ensure that it is not just pupils who are displaying observable and active/ 'acting out' behaviours (e.g. those who are non-compliant, show symptoms of low mood or hyper arousal, verbal and physical aggression, those who abscond, who have difficulty understanding others or personal boundaries) that are identified. Pupils who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage, however, the long term impact is greater for this group of children and so careful attention is paid to all children in the **Goldsborough Sicklinghall Federation**.

It is also important to view children whose behaviour is externalised or whose emotional distress is internalised as equally vulnerable. Early intervention is imperative for addressing both active and passive behaviours to ensure that low level features / difficulties can be addressed early. It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'mad'/'bad') and **important to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner**. This can be particularly hard to do when a child acts in a way that hurts or frightens others.

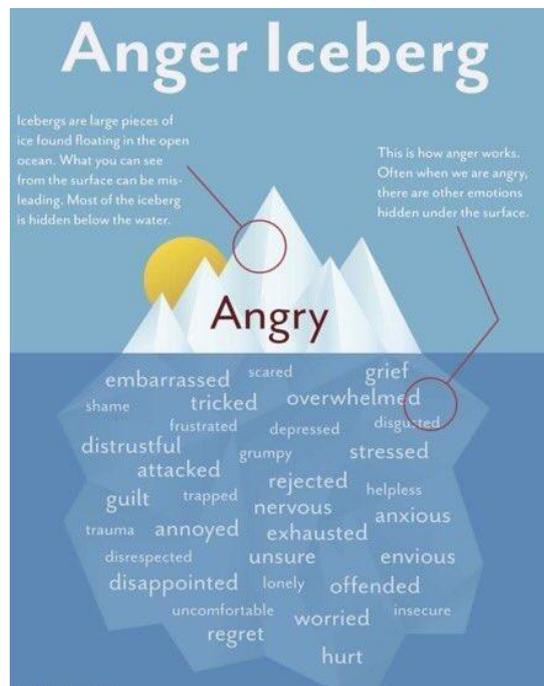
A vital part of this process is to help all children to understand how their own behaviours, actions and reactions may be a trigger for someone else – especially those children with neurodiversity and or who have SEND. Self-reflection and communicating an authentic account of different scenarios are vital tools for our children to learn.

Attachment awareness

We work relentlessly to understand behaviour. All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour and we ask the right questions to investigate the situation and to offer support: ‘What has happened to the child?’, ‘What is the story?’ and **not** ‘What is wrong with the child?’ It is important that we take the time to interpret behaviour.

Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that interventions for pupils’ social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs.

We advocate an integrated Whole School Attachment Aware Approach. Through sharing information, Pupil Progress meetings and through individual SEN Support Plans, strategies and support are in place to support children’s individual differences and attachment needs. All children are vulnerable in some way during their time in school whether academically or due to SEMH factors, Neurodiversity, SEND and trauma.



All staff recognise that for some children, the behaviour seen in a given situation was possibly the only option for the child at that time based on their individual window of tolerance. More information about his can be seen in this useful video [here](#).

All staff recognise that behaviour can indicate the developmental stage of a child. It is important that basic physiological and emotional needs (Maslow’s Hierarchy) are met before a child feels safe enough to relax, play and learn. **Behaviours that seem inappropriate often occur when a child feels threatened and their basic needs are not being met.**



For some children whose basic needs have not been met, their responses to situations may appear irrational, they are likely to go into **survival mode**, **freeze**, (this might be a lack of interest, not listening, clumsy behaviour), **fight** (this might be physical or verbal aggression) **flight** (this might be physical running away or emotional running away, the child shuts down) or **submit**. Each of these emotions will have strong associated emotions, e.g. anger, fear or worry and may lead to behaviour that impact on their learning.

<p>Freeze</p> <p>What I look like in Freeze...</p> <ul style="list-style-type: none"> × Not interested, bored × Confused, forgetful × Talking about something else × Hard to move through the task × Not listening × Staring into space, daydreaming × Clumsy 	<p>Flight</p> <p>What I look like in Flight ...</p> <ul style="list-style-type: none"> × Run away × Keeping SUPER busy × Not coping in free time × Need to be first or at the front × Bumping into people × Avoiding tasks and activities × Baby talk or silly voices × Hyperactive, giddy & silly × Hiding under tables 	<p>Fight</p> <p>What I look like in Fight ...</p> <ul style="list-style-type: none"> × Hot & bothered × Angry & aggressive × Controlling × Lie or blaming × Shouty & argumentative × Pushing away friends × Demanding × Inflexible 	<p>Submit</p> <p>What I look like in Submit ...</p> <ul style="list-style-type: none"> × Socially withdrawn × Compliant × Quiet × Unable to think, just yes or no answers × Passive × Resigned × Neutral expression × Low mood 
<p>What I am aware of...</p> <ul style="list-style-type: none"> × My brain is slowing down × Trying to think of something safe × I can't do this × Feeling deeply anxious × I can hear you're getting frustrated × Starting to shut down × I feel under attack 	<p>What I am aware of ...</p> <ul style="list-style-type: none"> × Unable to focus × Lonely × Panic × Feeling bad, movement is distracting × Shame × Overwhelmed × Worried about what happening next × Anxious, apprehensive 	<p>What I am aware of ...</p> <ul style="list-style-type: none"> × I'm in danger × Really scared × I am all alone × I feel bad × Frightened × Unimportant × Invisible 	<p>What I am aware of ...</p> <ul style="list-style-type: none"> × I can't think × Tummy aches × Tired × Sad × Lonely 

All emotions are natural and normal, and not always a matter of choice. Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in / empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

<p>Freeze</p> <p>You can help me feel safe with the following ..</p> <ul style="list-style-type: none"> ✓ Do the task with me ✓ Deep breathing ✓ Tell me I'm ok & that I'm safe ✓ Ask me to push my hands down under my seat & lift myself up off the chair ✓ Gently wonder where I've gone & welcome me back to the room ✓ Make the task smaller & more predictable ✓ Tell me kindly who I am & what I'm doing ✓ Tell me what you want me to do!! without showing frustration 	<p>Flight</p> <p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Keep me close by ✓ Deep breathing ✓ Give me an easy & familiar task ✓ Make things predictable ✓ Tell me I'm safe, show me a safe place or person I can go to ✓ Kindly talk though what might be tricky 	<p>Fight</p> <p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Give me a role ✓ Support me socially ✓ Match my energy ✓ Make things predictable ✓ Deep breathing ✓ Connect & show empathy before exploring the consequences of my behaviour 	<p>Submit</p> <p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Repetitive simple tasks ✓ Weighted blanket ✓ Building with lego or play-dough ✓ Tell me I'm safe ✓ Deep breathing ✓ Spending time with a trusted adult ✓ Do the task with me ✓ Tell me what to do without showing frustration 
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Children who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These are planned in conjunction with parents / carers and relevant professionals, and shared sensitively, as deemed appropriate.

As outlined in the SEN Code of Practice and our local SEND Guide, we promote a differentiated approach following different levels of intervention using the Assess / Plan / Do / Review cycle. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as **SEN Support Plans**. These are jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the child to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc.

Our Curriculum, Individual Academic Progress and Behaviour

We begin with our curriculum, ensuring each child is appropriately challenged and supported. In Autumn 1, our teachers work with the Senior Leadership Team / Pastoral Lead to discuss each child; together they review their progress and set rigorous targets for their academic development over the coming year. These targets are reviewed with on a termly basis and children's progress is monitored by the class teacher daily. We believe that this accountability system ensures that every child is comfortable with their level of challenge; deepening the understanding of the academically able whilst supporting those who need additional support.

If the curriculum is broad, balanced and appropriately pitched to each child, we know that children will retain confidence and work productively. When too much, or too little is being asked of a child, then this will often be reflected in their relationships, with either their teacher or other pupils and associated behaviour that occurs as a result of this. By investing time and effort into getting this right, we believe we are establishing the correct environment for children to achieve their potential.

Academic achievement alone does not prepare children for life; it must be embedded within an **ethos which allows them to thrive and grow in confidence**. Preparing our pupils to make moral decisions and exercise their democratic rights of citizenship is one of the most complex challenges that we face as educators and parents and therefore we believe it is vital for us to work in partnership whereby there is a strong sense of respect from and for all parties involved.

SMSC, British Values and understanding others

The **Goldsborough Sicklinghall Federation's** provision is carefully designed to help deliver SMSC (Social, Moral, Spiritual, Cultural) throughout the curriculum. All aspects of the National Curriculum are delivered in a creative and thoughtful manner for each class, beginning with a 'Departure Day' which informs the children of their destination and provides a stimulus to engage each child with their learning. It provides opportunities for children to ask their own questions and uncover what they already know. The half term's topic is finalised with an 'Arrival Day' recapping what the children have learnt during their Learning Journey to determine the progress in skill and knowledge acquisition. Planning draws subject areas together so that the children are learning through a relevant and creative cross-curricular programme; one which encourages independence, respect and motivation for learning. Developing children's tolerance, understanding and self-motivation through the curriculum is part of the way we establish attitudes and behaviours for life.

Discussion, Conflict Resolution, Growth Mindset and Peer Support

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their Class Teacher, Teaching Assistant or member of SLT (who use emotion-coaching strategies and other de-escalation techniques). They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another person.

Children's behaviour is underpinned by the stage they have reached in social and emotional development (as opposed to their chronological age), the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment. We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills.

Children may need help and support with their interactions. Adults offer support to the children around naming feelings (anger / sadness) and helping the children to understand that all emotions are valid before guiding and supporting the children in considering ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult. Working restoratively ensures that relationships are stronger and learning is more effective.

Across the Federation at the start of the day, every child is made to feel welcome, greeted by adults and shown that they belong are liked, respected and valued. The children begin the school day with an emotional check in using a name peg. For the few children who may not feel comfortable with this, an alternative check

in forms part of their day. This may be a verbal conversation with a TA. By sharing how they feel, adults in the classroom are able to identify the children who may need support and encouragement and anticipate needs for the day ahead. The adults in the classroom share how they are feeling with the children in order to share and generate a safe environment, build empathy and help the children identify why they are feeling a certain way and start to understand emotions they are feeling and why.

Children and staff are encouraged to use the emotional check in board throughout the day to demonstrate that emotions and feelings change during the day and do not stay fixed. Children are still learning about emotions and need consistent practice placing and naming the feelings they develop through modelling and understanding. Ending the school day with a check out enables the children to see how their emotions feelings have changed throughout the day. The children learn to label and recognise their feelings, acknowledge their feelings and those of their peers, manage their feelings and learn what to do about them.

Children are encouraged to develop their strategies for dealing with difficult situations with support, structure and modelling from teachers. We have embedded within school various support mechanisms to nurture our children and a wonderful example of this is the Year 6 / Reception class 'buddy' system. Excellent behaviour is modelled by our oldest children in school; their support and friendship is facilitated through the buddy system resulting in our youngest children growing in confidence and resilience.

DfE recommendations appertaining to this policy:

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

It is to be noted within this policy that:

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Any reference to the **Goldsborough Sicklinghall Federation** applies to **all paid staff with responsibility for pupils**.

Teachers can implement the consequences/rewards within this policy any time the pupil is **in school or elsewhere** under the charge of a teacher or paid member of staff, including on school visits.

Teachers can implement the consequences/rewards within this policy with pupils in certain circumstances when a pupil's behaviour occurs **outside of school**, in particular, that which impacts upon or influences outcomes for pupils in subsequent school hours;

Teachers can **confiscate pupils' property** should the need be required in order to maintain the safety of other pupils and/or excellence in learning standards and experiences for all children.

Reward Systems

House Points

All children are part of our house point system. There are four houses; house points accumulate throughout the term. House points foster a sense of family and team encouragement as well as introducing a healthy element of competitiveness.

House points can be gained through children’s work and behaviour; the following provides a **guideline** of how and when children will be rewarded with house points:

Positive Behaviours	HPs received	Work	HPs received
Holding a door open:	1 – 3	Per session for effort:	1 – 3
Good manners:	1 – 3	Great pieces of work:	1 – 5
Kindness:	1 – 3	Extended pieces of homework:	1 – 8
Focus without distraction:	1 – 3	Working without distracting others:	1 – 3
Organising personal equipment:	1 – 3	Editing work to meet learning objective:	1 – 3
Helpfulness:	1 - 3	Tackling problems with confidence:	1 – 3
Demonstrating Active Listening or Skilled Speaking:	1 – 3	Responding to teacher comments in work/ book/ task:	1 - 3
Settling immediately to begin a task:	1 – 3	Excellent collaboration:	1 – 3

Each class has a sheet where house points are collected in each classroom and these are collected and counted in preparation for the celebration assembly on a weekly basis. Children add their house point as a tally or as a cumulative number and teachers monitor house points in this way.

Celebration Assembly

Each school has a ‘Celebration Worship Assembly’ as part of Collective Worship once per week. During this session, the children celebrate together:

Star of the Week – all children from Reception to Class 6 are nominated by their teachers as Star of the Week – this nomination is based on children’s **motivation and effort**.

Values Certificates – children who are demonstrating the school values are celebrated by any adult in school.

House points are totalled by monitors who praise the house achieving the greatest total

Handwriting – two children nominated each week.

Children’s **birthdays**

Other aspects may be added to this on an ad-hoc basis.

GOING FOR GOLD! Each class has a unique reward strategy for additional and personalised motivation based on four tiers of behaviour (**Amber / Green / Silver / Gold**) and the principle is that **it’s good to be green**.

Children begin each morning and afternoon on Green and can aim for Silver and Gold. They may need a reminder and move to Amber. At this point the adult will aim to ‘connect before correcting’ the pupils behaviour following the Emotion Coaching Principles.

We have a dedicated team of talented teachers who understand their children’s academic and emotional needs and in doing so, ensure all children are in receipt of a challenging and rich curriculum where high standards are set and where secure relationships are built. Our staff team are respectful of the children’s needs and speak to each child with kindness and care to help each child to become self-aware and to support each child in self-regulating their behaviour. The aim is not to shame any child, but for the staff member to be aware that if a child is moving into the amber zone, **that behaviour is a form of communication and the Emotion Coaching Strategies must be implemented**. A child may enjoy moving themselves up to Silver or Gold, but they will **not** be asked to move themselves down to Amber. Where ‘Amber’ behaviour is evident, a member of staff will use this as a sign to ‘connect’ then support the child to ‘correct’ their behaviour.

Where regular low-level disruptions or disengagement from the children occurs, a member of staff will discuss this with a parents / carer. Working together allows children to **'be the best that they can be.'**

All members of staff have been trained so that they are able to use the four-step process and language associated with Emotion Coaching to support our children and to help them understand what is happening:

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3: Setting limits on behaviour ('We can't continue to do ___ as it is not safe.')

Step 4: Problem-solving with the child/young person ('We can sort this out by ___' / How do you think this could be resolved?')

A nominated grown-up will discuss any behaviours with the children and aim to always reinstate expected 'green' behaviour which helps children to learn how to self-regulate.

The class teacher reviews this with the children each September so that no two are like and that it is exciting in each class. Each child has their name on a peg or piece of Velcro so that it can move up and down the chart for their effort and visible learning behaviours. Though the

<p>Gold – Sustained effort and great choices / learning behaviours displayed over the morning / afternoon / day. Headteacher Sticker / Comment in Planner</p>
<p>Silver – Good effort and good choices / learning behaviours displayed over the morning / afternoon / day. On the way to Gold</p>
<p>Good to Be Green - Starting off every day here. Expectations that children are showing Active Listening, appropriate learning behaviours and trying their best.</p>
<p>Amber – This is a sign that a child is becoming unfocused or dysregulated. The staff member will use step 1 of the emotion coaching process and use this as a reminder to soothe the child to try to help them meet the expectations. A child may need a brain break or a body break to become regulated and focused in order to be 'Green'. This is when an adult will talk to the child – they will 'connect then correct' using Emotion Coaching Strategies. A piece of work may need to be done here e.g. The Octopus of Options or the Treasure Chest of Choices. Work missed will need to be completed as part of Step 3 (setting Limits) when the child is regulated and this may, for some children, be during their break.</p>

The **Goldsborough Sicklinghall Federation** reward system develops as children grow and in this way the system demonstrates progression throughout the Key Stages. Key Stage 1 is used as an opportunity for children to learn how to 'benchmark' their learning behaviours, learn vital communication skills and also about their emotions so that they know how to manage them in a suitable way.

Conflict Resolution:

Our aim is always to de-escalate a situation by using the following strategies:

- Approach any conflict quickly and calmly, stopping any harmful behaviours.
- Reach out, recognising, empathising, soothing to calm. Acknowledge feelings by making simple statements. I understand how you feel, you're not alone' (e.g. 'It's really upsetting when someone tells you 'no')
- Engage in a conversation for all situations, validating the feelings and labelling. This is what is happening (e.g. 'you're kicking the wall'), this is what you're feeling (e.g. 'because you're cross')
- Gather information and make sure children talk one at a time. Information should be gathered from children separately to ensure that all have a chance to share their perspective. **This is a vital step in conflict resolution that must not be missed.**

- Setting limits on behaviour, ‘we can’t always get what we want / the rules are there to keep us safe’ etc. **This is a vital step in conflict resolution that must not be missed.**
- Use the viewpoints of many to help children see a clear, collective picture of a scenario
- Seek to solve the problem, come up with solutions and allow children choose one together.
- End on a good note, give a compliment, a handshake. Thank the children for being honest and open or for accepting an apology from someone. Encourage sincere apologies with eye contact *if this is suitable for the child.*
- Ensure that if there is a follow up consequence it links to the initial incident e.g. if resources have been tipped out, the consequence would be to help the grown up tidy up so the resources are ready for learning.
- Be prepared to offer follow up support.

Reflection

Following instances where children have found managing their behaviour challenging, staff will encourage Reflection, again following Emotion Coaching Steps (shared previously in this Policy).

For some children, doing this at the time of the incident may not be the most appropriate time. The child may need some time to calm before they can engage with this process. ***This does not mean that there is no consequence and discussing this with other children is important.*** This should take place though as soon after the event as is possible.

Children are taught to understand how the brain works so that they can understand why someone is behaving in a certain way and why they may not be ready to reflect and restore. Children are taught about their emotions and how they feel in their body e.g. *worried and butterflies / wobbly feeling in tummy.*



Owl (PFC -Pre-Frontal Cortex)

- My **Thinking** part of my brain - creating, organising, problem solving, imagination and language.
- This part of my brain is not fully developed until I am about **25!!** (Wow that is old.)
- My Meerkat (Amygdala) must be **calm** if I want to use my Owl brain.
- If I am stressed, upset, and feel threatened I cannot access this part of my brain and learning and listening might be hard for me.

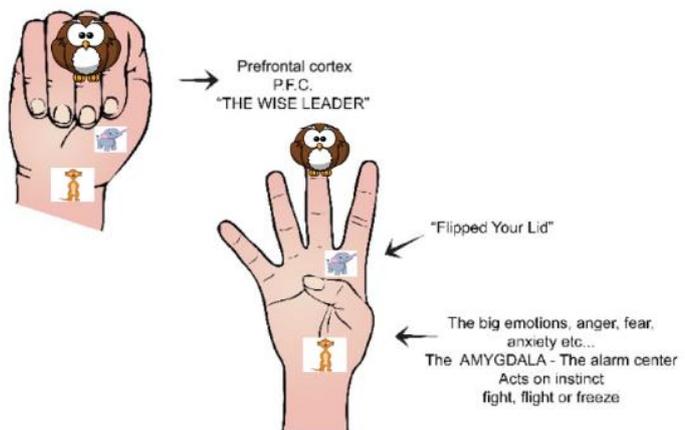
Elephant (Hippocampus)

- My **Memories** and information are stored here.
- I remember how things made me feel. Good things **AND** bad things.
- It helps me learn about everything in my life such as, smells, sounds, places, people and so on.
- If I remember something that scared me, my Meerkat will wake up!

Meerkat (Amygdala)

- My **Internal Alarm** system!
- It keeps me safe, tells me when there is danger, known as **FIGHT (stay and fight), FLIGHT (run away) or FREEZE (stop completely).**
- **BUT!** it also reacts to imagined threat or our worries even though we may not actually be in danger. Got butterflies in your tummy? that's Meerkat!
- When I am in Meerkat brain, I cannot think clearly, I am only thinking of survival.

“Flipping One’s Lid”



Thinking of a child as behaving badly disposes people to think of punishment whereas thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

The language used in school about behaviour reflects our understanding of this and should always focus on the behaviour and the impact and not the child. This difference is hugely significant and examples of this are shown below.

The green text gives a specific example of appropriate language and red text gives a specific example of inappropriate language related to each section explained through the black text. Our aim is to try to avoid using language classed as 'inappropriate language' as much as possible and, instead, use the 'appropriate language' as much as possible.

Appropriate Language	Inappropriate Language
Explain the impact of any inappropriate behaviour.	Do not label the child in a negative way. Focus on the impact of their behaviour bearing in mind that their behaviour could be an unconscious response, for example, to a situation that is stressful for them.
<p>Hitting other children is not something that we expect. It hurts and upsets the person who has been hit.</p> <p>Biting is not ok. It will hurt that person.</p>	<p>Hitting is naughty</p> <p>You are naughty for biting X</p>
Where children demonstrate inappropriate behaviour this is a way of communicating with those around them. They may be showing they are distressed and need support, they may also be showing you that they don't understand what they are expected to do. This behaviour is therefore unlikely to be a conscious, pre-meditated choice and we therefore do not use the word choice.	
I want you to think about the behaviour that you are showing and think about what we expect you to do.	<p>You have made the wrong choice by kicking me.</p> <p>I want you to think about the behaviour that you are showing and make the right choice.</p>
Always use positive language that reinforces our expectations.	Avoid using the word related to behaviour that you want children to avoid as, if children are struggling to regulate, they may only hear a few (if any) of the words that you are saying. We do not want the one word they hear to be a reinforcement of what we don't want them to do
<p>We expect you to use a gentle voice when talking to others.</p> <p>We expect you to walk in school to keep yourself and everyone else safe.</p>	<p>Don't shout at your friend.</p> <p>Don't run in school.</p>
Be specific when referring to expectations being met.	Avoid highlighting past behaviours which did not meet expectations as this could either shame the child or reinforce negative behaviours.
I am really proud that you have remembered to use your quiet voice in the hall when talking to your friends today.	I like the way that you're sitting today. This is much better than when you were swinging on your chair yesterday.

The language used throughout school on a daily basis should consistently and positively reinforce our expectations.	The language should avoid creating temptation or challenge
We play on the playground where the grown-ups can see you and the playground space is from here all the way along here, round here and up to there. The toaster is warm so I'm going to move it over here so that it's out of the way and no-one will burn their fingers.	We don't play behind the shed and we don't go down this path to the gate. Don't touch that
When reflecting with children at a calm point as soon as possible after an event, children will likely need a lot of modelling and support with this process initially and for our children who are not as aware of their own feelings as their peers. We cannot tell children how they are feeling but can be professionally curious in helping them identify and name their emotions. We also do not put our own emotions onto the child.	
When you ran off from the classroom, I wonder if you may have been feeling overwhelmed, like things were too much for you to cope with. What do you think? When you hit me, it hurt and that's not ok.	When you ran off from the classroom you were overwhelmed. When you hit me, I felt sad.
In some circumstances, a child may be struggling to hear and listen to what you are saying. Using reduced and clear language will be necessary.	
Stop followed by their name No followed by their name	Any of the above examples, would not be appropriate initially in this situation

De-escalation skills

Verbal Advice and Support	Take up time
Giving Space	Time out
Reassurance	Supportive touch
Help Scripts	Sideways stance
Negotiation	Transfer staff
Limited Choices	Success reminder
Humour	Acknowledgement
Logical Consequences	Apologising
Space	Agreeing
Tactical Ignoring	Removing audience



Restorative Actions and Procedures

Encouragement and praise are the foundation stones of our policy however when children make inappropriate choices we have to ensure that a process is followed to resolve it.

We always **fully investigate any incident**; all the children involved will talk and discuss the issue and each one is listened to. Children who have broken the expectations of conduct because of personal difficulties are given extra support **but will still be given the appropriate sanction as this is part of the Emotion Coaching Process 'setting limits on behaviour'**. The guidelines below ensure parity between events and fairness for all children.

Behaviour	Responsibility	Restorative Actions	Outcome
<p>It is important to understand the key is the child's time that is taken to reflect and follow the process for the restorative conversation between them and the adult in school. Additional playtimes may be used to support this e.g. a child may be asked to use this time to complete a restorative learning activity such as writing a letter of apology or completing a 'comic strip conversation' outlining better choices. This will be totally dependent on the needs of the individual child.</p> <p>The restorative conversation will occur at an appropriate time for the child based on their needs and their reaction at the time e.g. <i>Freeze, Flight, Fight, Submit</i>.</p> <p>The consequence may also involve SLT along with the staff member, deciding on an intervention and programme of support for the child e.g. self-esteem work, friendship work, understanding acceptable behaviours at home and in school etc.</p>			
Disrespect to adults or each other	Class teacher + adult involved	Restorative action + time spent with an adult e.g. 1 playtime	Record on CPOMS under 'Behaviour' Contact Parents / Carers that day.
Lying to an adult	Class teacher + adult involved	Restorative action + time spent with an adult e.g. 1 playtime	
Swearing	Class teacher + adult involved. If persistently → AHT	Restorative action + time spent with an adult e.g. 1 playtime	
Fighting	Class teacher + AHT + HT	Restorative action + time spent with an adult e.g. 2 playtimes	
Racism and Homophobic insults	Class teacher + AHT + HT	Restorative action + time spent with an adult. Communication with parents from SLT.	Record on CPOMS under behaviour. Contact Parents / Carers that day. Record on LA form.
Bullying	Class teacher + AHT + HT	Restorative action + time spent with an adult. Communication with parents from SLT.	
Deliberately damaging another person's property	Class teacher + AHT + HT	Restorative action + time spent with an adult e.g. 2 playtimes	
Stealing	Class teacher + AHT + HT	Restorative action + time spent with an adult e.g. 2 playtimes	Record on CPOMS and Contact Parents / Carers that day.

Note: Depending on the scale of incident, the Class Teacher / SENCo / Assistant Headteacher / Executive Headteacher will usually speak to the parent/carer to explain the incident.

For many behaviours, all children are given two reminders about expectations using the 'Going for Gold' system before they experience time with an adult who can then connect and then provide support to correct behaviours.

Meeting Individual Needs

Our Relational Positive Behaviour Policy expectations apply to all children. All adults are expected to adhere to its framework and all children are expected and encouraged to do so. However, within our community there are children who need additional support for a range of reasons – this could be a neurodiversity, or trauma. For these children, their behaviour is always placed within the context of the policy, but with the help of our SENCo, it may be adapted and differentiated to support children with specific needs.

We understand that children are socially and emotionally developing and may not yet have the skills needed to regulate themselves in the classroom or around school like others might. Children may need additional support to recognise how they and others are feeling when they behave in a way which is not in line with school expectations. All children will be supported to make changes to their behaviours, learn how

to regulate themselves and, recognise that all actions have consequences and that they must take responsibility for those actions. A child's Special Educational Need or Disability will be taken into account and children will not be disadvantaged because of this.

In some circumstances, it may be necessary to use individualised measures to support children in developing appropriate behaviours. These arrangements will be made in consultation with classroom staff, parents and the SENCo and/or Head Teacher. Where appropriate, we make every effort to involve the child in some of the decisions around creating individualised support measures. Additional support will also be discussed between classroom staff, parents and the SENCo and/or Head Teacher to address any learning, social or emotional needs that are causing the difficulties. Other supportive agencies may also be involved in agreement with all parties.

The governors and staff are particularly proud of the kindness and sensitivity shown by our pupils towards our more vulnerable children and of the part the children play in making ours a truly inclusive school.

Equal Opportunities

The **Goldsborough Sicklinghall Federation** has high expectations both for personal learning and social development. We are strongly committed to giving every child - regardless of disability, race, sex or religion - the opportunity to succeed to the best of their ability. Our planning systems ensure that the children's curriculum reflects these principles and our positive behaviour system provides the supporting ethos.

Any very serious incident will by-pass the sanction system. The Goldsborough Sicklinghall Federation follows local authority guidance to physical assault. Procedures for internal and / or external exclusion will be implemented following the steps outlined by the LA and adopted by the Governors for dealing with any such occurrence.

Each teacher is expected to keep a log of behaviour and support required as a record of their class on CPOMS. Behaviour is discussed weekly in a staff briefing meeting and this means that staff have a full profile of any children experiencing any difficulties with self-control and can adapt their teaching strategies and programmes accordingly in order to support in the best way possible. All staff work collectively to support all children. Some children may also have additional individualised support.

Parents/carers are always fully involved in this process. They will be told of their child's involvement in any incident via a phone call; parents will be invited to discuss it further with the class teacher if they wish to do so. Parental support is of paramount importance when helping a child to mature and develop their behaviour. Serious transgressions need discussion between home and school, sometimes parents/carers are asked to be part of a 'behaviour programme' for a child which may involve keeping in daily contact with school through a 'home / school' book or a positive behaviour chart.

In addition to our formal consequences the teacher keeps a class record of **persistent** minor behaviours on CPOMS; these are behaviours which disturb the good working order of the classroom e.g. not coming to sit on the carpet when called, shouting out, not settling to work quickly enough.

Again, we would underline that we always look for reasons for a child's behaviour and discuss our concerns with them using the usual classroom consequences to bring them back into line. However, if teachers find themselves constantly logging these types of behaviours, they **will discuss these with Assistant Headteacher and Executive Headteacher**. Class Teachers will then inform parents/carers and request a meeting. At this meeting, as a team, we can discuss any action that may need to be taken in order to support the child.

Monitoring and Evaluation of Behaviour in both schools:

The Behaviour Policy is reviewed every two years and updated in accordance with any new legislation or advances in our understanding of children's psychological development.

The Executive Headteacher and Assistant Headteacher monitor the incidents on CPOMS so that a discussion can be held regarding any escalation in a child's misconduct with the Class Teacher, Executive Headteacher

and Assistant Headteacher. Misconduct can sometimes be the result of a child struggling to divert attention away from their difficulties with a specific kind of work. We like to pick this up as early as possible and put the appropriate support programmes in place if possible.

CPOMS

All behaviour, communication and first aid is logged on CPOMS so that the Executive Headteacher, Assistant Headteacher and SENCO can provide support irrespective of which site they are on. CPOMS allows behaviour to be tracked and appropriate intervention to be planned and implemented to best support every child's needs.

Our CPOMS recording system is monitored on a termly basis so that patterns in children's behaviour can be picked up and acted upon. The Executive Headteacher is legally obliged to log all bullying and racist incidents (termed 'Hate Incidents') and these will be sent to the Local Authority for independent recording.

Serious Incidents

Serious or repeated inappropriate behaviours should be reported directly to the Head Teacher, including through a written record on our electronic system CPOMS. A decision about how to deal with this in a way that is appropriate to the individual child and their age and stage of development can then be made. This will include discussions with parents.

Everyone working in the **Goldsborough Sicklinghall Federation** is responsible to the Executive Headteacher and Governors for the good conduct, professional approach and happy atmosphere of the school. Any concerns that parent/carers may have, can be raised through our governors. Parents/carers views on standards are sought through the regular questionnaires to parents.

Anti-Bullying

There are many reasons why some children use strategies which repeatedly upset others. The definition for bullying is:

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

(Definition taken from StopBullying.gov)

Our aim, in any situation is to always support the children and families. We believe that all children, those acting out of line with the expected behaviour and those on the receiving end should all be supported to understand their behaviour and actions and to become the best versions of themselves.

We take child on child abuse very seriously. This may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks (even those perceived to be 'banter' or 'humour')
- Cyber or social media bullying
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Transphobic: displaying negative attitudes, or actions toward transgender or transsexual people.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.
- Negative comments relating to perceived stereotypes.

Bullying behaviour will not be tolerated within the Goldsborough Sicklinghall Federation. It is defined by its persistence, its destruction of other peoples' confidence and its **desire to humiliate or harm its target**. All persistent behaviours that victimise others on the grounds of their race, culture, creed, disability, sexuality or age are defined as bullying and must be reported to the Local Authority.

Bullying is behaviour by an individual or group, repeated over time, that **intentionally** hurts another individual or group either physically or emotionally. It can be through intimidation and threats, name-calling, spreading rumours, stealing, damaging belongings, telling lies to get others into trouble, sending messages around the class, online torment or emotionally/physically hurting people.

Bullying is different to regular falling out between peers and should not be treated as such even if falling out is ongoing. If persistent falling out is upsetting a child / children, they will be supported by SLT and the Pastoral Lead, in collaboration with the family. The situation will be monitored until the matter is resolved.

Unfortunately, research shows that bullying behaviours can take place in the school environment and some through the use of technology such as the internet or through Direct Messaging on Apps. The **Goldsborough Sicklinghall Federation** constantly reminds children of their right to safety and encourages them to make their teachers aware when other children are making them feel uncomfortable (bullying and / or child on child abuse / harmful sexual abuse). Sometimes this can be a matter of helping a child to understand that not all acts of unkindness or exclusion are bullying. Many hurtful behaviours are short term upsets and can be dealt with through the normal systems and by building a child's confidence and understanding in constructing and maintaining relationships.

We regularly refer back to the school values: **Kindness, Friendship, Respect, Perseverance, Resilience and Happiness.**

Sometimes unkindness can escalate into something which must be dealt with quickly and uncompromisingly.

As soon as we become aware that a child is being bullied the following things happen:

- A log of the incidents will be kept on CPOMS and it will be reviewed for any previous incidents.
- The bully will be confronted with their behaviour and consequences applied, this means that the bully's parents are made aware of their behaviour. A member of staff may be asked to work with this child to help identify the causes of the problem and support them with making better choices and understanding the consequences of their actions.
- When a bully sees their victim reporting an incident this can often exacerbate their behaviour, in this way they hope to prevent the object of their bullying telling the teacher. To relieve any fears of reprisal, children being bullied will be given a teacher buddy, this will be a senior member of staff. This means that a child can report incidents without the class or the bully being aware that it is happening. It is also someone they can talk to about and who will support them with their feelings. A full range of supportive strategies will be discussed with the Executive Headteacher and implemented to support each child.
- All staff in school will be made aware of the situation to ensure that the child being bullied is supported through lunch-times as will the Executive Headteacher and Assistant Headteacher.
- If the bullying continues, the parents of the perpetrator will be asked to come into school to meet with the Executive Headteacher / Assistant Headteacher and the relevant Class Teacher. A 'Behaviour Programme' will be put in place and a daily reporting system to parents will be established.
- In order to deal with a situation thoroughly, speaking to external parties may be necessary. Where appropriate, permission from parents will be sought if there is a need to discuss matters with external agencies / people as part of an investigation. Safeguarding children is the upmost priority; in some scenarios gaining permission may not always be possible as there may be an instance in the future where sharing information could put a child or adult at risk. **Information sharing is a key part of the safeguarding expectations and must not prevent action being taken irrespective of consent being sought.**

Above all we teach children to be confident, assertive individuals. We teach them about respectful boundaries, respectful relationships and consent from Reception. We involve the children in our decisions and embed expectations through Assemblies, our weekly Ethos Statements, our work in PHSE and through School and Class Council.

Our school has a wonderful family ethos which we believe encourages respectful and happy children to grow into respectful and happy citizens. Our weekly Ethos changes each half term to help children explore wider values such as compassion.

The **Goldsborough Sicklinghall Federation** also uses Collective Worship sessions and class work to support children and newsletters and planned workshops for families to help them understand the very real dangers of their life 'online' in order to safeguard our children and to ensure that behaviour and relationships online are positive.

Our school community:

- helps children and families to understand the difference between ongoing friendship falling out (and uses this to build resilience and communication skills).

*Bullying is different in that there is a desire to control or harm another person. While friendship issues can be repeated and ongoing as children move through school, bullying is very different as it is a repeated behaviour that **intends** to hurt someone physically or emotionally. When a child reacts because they are in their 'downstairs brain' as a result of emotion or sensory overload, the brain is in 'fight, flight, freeze or submit' mode - isn't thinking rationally and it is difficult to make sensible choices. More information can be found in the following blog by clicking [here](#). This behaviour is not intentional bullying but rather someone in crisis.*

- discusses, monitors and reviews our anti-bullying policy on a regular basis.
- supports staff to identify and tackle bullying appropriately.
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- reports back quickly to parents/carers regarding their concerns on bullying.
- seeks to learn from anti-bullying good practise elsewhere and utilises the support of the LA and relevant statutory/voluntary organisations when appropriate.

The Executive Headteacher and/or Governors respond to any concerns about the way school deals with bullying issues very seriously. After each discussion the school will further reflect on its practise and adjust accordingly if appropriate.

Anti-racism and Homophobia – termed 'Hate' Incidents

All racist/hate incidents are recorded on CPOMS and appropriate action is taken. The Executive Headteacher is informed immediately and is duty bound to inform the Local Authority as part of their duty: *Reporting prejudiced based incidents and hate crimes in schools and settings.*

Bullying and racism can sometimes be intertwined. All staff work very hard to make the **Goldsborough Sicklinghall Federation** a safe place for all, where every child knows that racism and bullying will not be tolerated.

The best way to ensure this is to build an inclusive school where equal opportunity and tolerance lie at the heart of our ethos and curriculum. This is our aim and we will continue to work through our policies, to establish relationships and behaviours which are based on understanding and respect for one another.

Allegations of Harmful Sexual Behaviour (HSB) and Child on Child Abuse

Allegations of a pupil demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. The school will, in most cases, engage with

both the victim and the alleged perpetrator's parents when there has been a report of HSB/Child on Child abuse, unless to do so will heighten the risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and the **Goldsborough Sicklinghall Federation** will carefully consider what information is shared with respective parents to ensure confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway. Referrals to Children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

Staff are supported in recognising Harmful Sexual Behaviour using the following traffic light guide from the NSPCC.

Responding to children who display sexualised behaviour

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be harmful, and make sure children get appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you respond in the right way.

Need advice?
Contact our helpline for advice and support:
 ▶ Call **0808 800 5000**
 ▶ Email help@nspcc.org.uk
 ▶ Visit nspcc.org.uk/helpline

Childline
For children who need further support our free, confidential helpline is available 24/7:
 ▶ Call **0800 1111**
 ▶ Visit childline.org.uk

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected and socially acceptable behaviour Consensual, mutual and reciprocal Decision making is shared 	<ul style="list-style-type: none"> Single instances of developmentally inappropriate sexual behaviour Behaviour that is socially acceptable within a peer group Generally consensual and reciprocal May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> Developmentally unusual and socially unexpected behaviour May be compulsive Consent may be unclear and the behaviour may not be reciprocal May involve an imbalance of power Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> Intrusive behaviour May involve a misuse of power May have an element of victimisation May use coercion and force May include elements of expressive violence Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> Physically violent sexual abuse Highly intrusive May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator May involve sadism
<p>How to respond</p> <ul style="list-style-type: none"> Although green behaviours are not concerning, they still require a response Listen to what children and young people have to say and respond calmly and non-judgementally Talk to parents about developmentally typical sexualised behaviours Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants Make sure young people know how to behave responsibly and safely 	<p>How to respond</p> <ul style="list-style-type: none"> Amber behaviours should not be ignored Listen to what children and young people have to say and respond calmly and non-judgementally Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	<p>How to respond</p> <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support 		



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Restraint and Physical Intervention

The school has due regard to the DfE guidance 'Use of Reasonable Force' July 2013 and the LA Guidance September 2014. In the **Goldsborough Sicklinghall Federation** we endeavour to ensure that all children and adults are safe. We aim to avoid the need for physical intervention or restraint and regard this as a last resort.

At times when a child's behaviour presents a tangible risk to him/herself, to other children, to staff or to the fabric of the school, restrictive physical intervention will be used to reduce the risk and to maintain safety. All colleagues required to restrict a child's physical behaviour in such circumstances will have undertaken formal Restrictive Physical Intervention (RPI) (through Team Teach) training which is refreshed at least every three years. Use of RPI techniques should be seen as a last resort and used only when all other strategies have failed/are failing to maintain safety.



Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring the service user remains safe.

Exclusions

In rare and extreme cases, the Head Teacher has the authority to exclude a child either for a specific fixed term or permanently, in response to repeated serious breaches of the behaviour policy, for causing a serious injury to someone else on the school site or for repeated behaviour which significantly disrupts their learning and the learning of others.

The purpose of fixed term exclusions is to give the school time to explore the incident and to review and adapt provision to meet the child's needs.

The Governing body, following the exclusion procedures, will be involved in any permanent exclusion.

Screening and Searching Pupils

Goldsborough Sicklinghall Federation retains the right for staff to search and confiscate items from children in line with the DfE guidance '*Searching, screening and confiscation*' January 2018.

Confiscated items may be kept by staff and collected by the parent or carer at the end of the school day. Any prohibited items will be passed to the appropriate external agency and parents or carers will be contacted. Searches are usually completed with the consent of the individual being searched but, some circumstances, searches may be carried out without consent.

Although unlikely at primary level, school staff retain the right to screen and search pupils where they believe they are attempting to bring dangerous items into school. This right does not extend to items such as trading cards that may have been banned as the child can be managed through the main behaviour policy if a child refuses to hand over such items.

Any member of staff who believes that a child is attempting to bring a dangerous item into school should seek the support of a senior leader, ideally the Executive Headteacher before screening or searching. All screening/searching must be done respectfully, with more than one adult present and in a manner that keeps the child fully informed of each stage of the process. Physical contact should remain minimal (e.g. an instruction to turn out trouser pockets rather than turning out trouser pockets for the child). The Executive Headteacher retains the right to refuse entry into either school in the **Goldsborough Sicklinghall Federation** to any pupil believed to be bringing dangerous items into school who does not allow screening/searching to take place.

Further information and advice can be found at the following link:
[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Discipline Beyond the School Gate

All aspects of this policy apply to all elements of curriculum / routines within the **Goldsborough Sicklinghall Federation**, for example: school visits (including residential visits), activities outside of school but led by school staff, events within the school grounds outside of school hours or run for/on behalf of the school (e.g. Christmas Fairs, Summer BBQ) extra-curricular provision (e.g. Breakfast Club) and extra-curricular interest clubs before, during or after school.

Exclusion regulations do not apply to extra-curricular activity. The **Goldsborough Sicklinghall Federation**, retains the right to remove a child from extra-curricular activities if his/her behaviour puts self, other children or adults at risk or if the behaviour damages or could lead to damage to the reputation of either school.

The **Goldsborough Sicklinghall Federation**, retains the right to carefully consider access to extra-curricular activities for a child where his/her attendance would put the child or others at risk due to behaviour. As the majority of interest clubs take place after school, the capacity to provide additional staff to support such activities could only be made available if specifically requested as part of an EHCP for a child with Special

Educational Needs. The school cannot use its main delegated budget to provide additional support for extra-curricular activity unless specifically stipulated in a child's EHCP.

On rare occasions when an act of indiscipline outside of school leads to the damage or perceived damage to the school's reputation and the child is identified as a pupil (e.g. when wearing uniform), or formal pupil, the school retains the right to use sanctions as set out in this policy. Parents/carers should be involved in all such cases (unless confidentiality is required to safeguard any/all parties involved) and the matter would usually be dealt with by the Executive Headteacher.

All such decisions are taken by the Executive Headteacher only and consider the school's equalities scheme, the Equalities Act 2010 and the SEND Code of Practice.

Incidents related to online abuse and cyber bullying (including group messaging chats) are becoming more prevalent. It is essential that online profiles are locked and that children are encouraged to only connect with people they actually know. Where children are added to groups without giving their consent, we advise parents to encourage them to leave the group.

Where any online / cyber bullying occurs, as well as informing the Executive Headteacher or Assistant Headteacher, school advises parents to use the online reporting report tools and to also (where necessary) report this to the Police using screen-shots of any interactions / evidence or contact other external bodies involved in any particular situation.

Seeking External Support to Improve Behaviour

External support is sought for children who display continuous disruptive behaviour and for whom the steps set out within this policy have not been effective. Staff should always seek to understand a child's behaviour to determine whether there are additional needs that are not being met. This should be done in liaison with the SENCo where appropriate.

Other agencies are involved where disruption from pupils due to their behaviour is continuous. Where there are no additional needs identified or under investigation, this involvement should be considered after a third behaviour form has been completed (e.g. 3 rounds of three entries on a behaviour form and three meetings with the Executive Headteacher to set targets for improvement). It is the responsibility of the class teacher and those involved with the child to meet the expectations as set out in any report from other agencies that give recommendations and/or targets. Throughout this process, parents/carers are actively involved and discussions are documented.

Complaints

Every well-governed and well-managed school will from time to time, deal with complaints from parent/carers, school neighbours and others. Teachers and Governors know that most parental concerns and complaints are resolved informally by school staff. Relatively few complaints lead to a formal process, but where they do, our Governing Body must ensure that proper procedures are in place, are publicised, understood and followed. (Please reference our Complaints Policy – available on the school website).

Pastoral Care for Staff

Where suitable, we adopt all NYCC HR Policies and reviews these policies periodically. Where a staff member has followed the steps set out in this policy and has sought advice before acting outside of this policy, the Goldsborough Sicklinghall Federation provides full support to colleagues should a complaint be received about their conduct. Reference should be made to the relevant HR Policies and also the federation's Complaints Procedure.

All staff at the Goldsborough Sicklinghall Federation are expected to follow the strategies and theory-based approaches in this policy consistently as part of their career standards and Performance Management. This relational, trauma informed approach to managing behaviour sits alongside the suite of policies that contribute to the collective approach of Working Together to Safeguard children both emotionally and physically.