



# St Nicolas and St Mary CE Primary School

## **Behaviour for Learning and Safety Policy**

Reviewed: November 2022, February 2023, May 2023

Next review date: February 2024

Journey together,  
guided by God,  
to do the best we can.

### **Our Ambition**

Our overarching ambition is to create an inclusive school where children are supported to become confident, pro-social members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also ensuring children develop the skills to become future citizens who contribute positively to the communities in which they live. Our vision is that our children enjoy an inspirational, innovative and inclusive education, learning to be respectful, resourceful, resilient and reflective and grow in compassion and hope in God.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of prosocial and pro-learning skills whilst others may need greater support. Our inclusive school needs to be a place where every member feels safe, content and able to learn. Our school defines prosocial behaviour as doing something to benefit, help or care for someone else because you believe that other people's feelings and experiences are important. For example, comforting someone who is sad or hurt, sharing toys and offering to help someone. Pro-learning skills include our executive function skills such as attention control, flexible thinking and emotional regulation as well as communication and collaboration.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We have high aspirations for all children and we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our expectations much harder; as such we will always combine our very high expectations with equally high support.

We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths. When children do not meet expectations, we will focus on working with them so they can do better next time. We will keep working with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

This policy applies to all activities whether they occur on-site or off-site. All staff and visitors (including parents) are expected to uphold and model the principles in this policy. This policy is available on the school's website.

### **Aims of the Policy**

At St Nicolas and St Mary CE Primary School we aim to ensure that we:

- Fulfil our school vision: Our vision is to be a beacon of excellence, working in collaboration with others. Our children enjoy an inspirational, innovative and inclusive education, learning to be respectful, resourceful, resilient and reflective and grow in compassion and hope in God.
- Live out our mission statement:

Journey together, Guided by God, to do the best we can.

- Maintain a calm, orderly, safe and secure environment where all are known, cared for and valued.
- Create a stimulating learning environment where all can flourish, have a positive attitude towards learning, fulfil their potential and have their achievements recognised.
- Promote a close home-school and community partnership which values parental partnership including having a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- Promote attitudes of fair play and tolerance to encourage children to respect and understand themselves and to cooperate with others, thus enhancing the quality of life both in and out of school (including cyberspace).
- Establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so.
- Ensure that all members of our school community are aware of these procedures and follow them consistently.
- Agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- Teach children about pro-social and pro-learning behaviours through our PSHE programme and to promote British values.
- Recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.

We aim for all children to:

- Build the learning skills needed to achieve well in the classroom and beyond.

- Develop strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong ('Good for Me, Good for You, Good for Everyone!')
- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

## Key principles of our policy

- **Value and treat all members of the school community with consideration and respect.** This includes all people regardless of their special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.<sup>1</sup> It also includes all people irrespective of their culture, ability, age, colour, social background, interests, size or any other reason. You will hear staff and children reflecting upon whether the behaviour being displayed is, '**Good for Me, Good for You, Good for Everyone!**' Every class will have a poster of this phrase up on display.
- **Teach and encourage children to respect** their parents and carers, school staff and visitors and others in the community such as the emergency services, community leaders etc.
- **Make links with Collective Worship, SMSC (Spiritual, Moral, Social and Cultural) development** and other areas of the curriculum to promote outstanding behaviour and safety.
- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (**with** the child, **not done to** the child) for any pupils who are not yet able to meet those expectations. High expectations should be teamed with a spirit of kindness and unconditional support. The school will always endeavour to support parents in dealing with unhelpful behaviour outside of school.
- **Positive, kind, unconditionally positive relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves **for** rather than **against** the child, with the core belief that when people **feel** better, they **do** better.
- **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand. As part of this we teach children about their **Executive Function Skills (Control Centre Skills):** attention control, impulse control, cognitive flexibility and emotional regulation. They are taught that these are key skills for life that need to be taught and practised<sup>2</sup>.
- **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.
- **Teaching children how to self-regulate** and adults supporting co-regulation is critical to all children's development; helping them to understand that all feelings are valid but empowering them to be able to self-regulate and make helpful choices (see Appendix 3).
- **Children's voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.
- **Follow-up is essential** – we believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.

Relevant questions can be asked relating to our mission statement:

- Are you working/**journeying together**? Is this good teamwork/behaviour?
- Are you being **guided by God** / applying what you have learnt in assembly? What values (eg. love, kindness, respect) do we need to think about? Is there anything in our "reflective corner" that you should consider? Would (name of role model) do that?
- Are you doing the **best you can**? Are you helping/stopping your friend doing their best?

Links can also be made to our Christian Values of **Friendship, Compassion and Respect** and other collective worship themes eg. kindness.

## Staff and Parent/Carer expectations

Our approach to behaviour is not limited to the classroom. We believe that real impact requires all adults around our children to adopt a shared language and consistent techniques. As such, we ensure that information and support extends to all members of our community, from staff and governors to volunteers, parents and carers. There is an emphasis on developing a shared language accessible to all, from the youngest pre-schooler to a grandparent.

<sup>1</sup> As defined in the Equality Act 2010.

<sup>2</sup> Information about the Control Centre Skills can be found on our school website <https://www.stnicolasmary.w-sussex.sch.uk/page/?title=Control+Centre+Skills&pid=1632>

We acknowledge that it is vitally important that we deal with any unhelpful behaviour in a fair and consistent way. We believe that parents & carers have an important part to play in ensuring that their child's behaviour is pro-social and pro-learning whilst at school. Communication is key to resolving behaviour and safety issues and this could include the use of behaviour logs, email, or regular parent/teacher meetings. Confidentiality is also important.

The school has a small library of books and may be able to recommend or facilitate parenting courses or provide general advice on encouraging helpful behaviour and keeping children safe. The partnership between school and home is key and our school's Home School Link Worker helps to facilitate this.

School staff, including students, must work together to promote pro-social and pro-learning behaviour and safety. This includes sharing information in staff meetings, recording incidents using our online behaviour management system CPOMS and applying this policy consistently.

See also parent code of conduct and separated parents agreement.

## **Curriculum**

The curriculum also underpins pro-social and pro-learning behaviour and keeping safe. PSHE (Personal, Social, Health Education) and RE lessons have strong links to morals and it introduces values from different faiths and beliefs. PSHE includes lessons with a focus on helping children to better understand their physical, emotional and learning needs so that they can learn and play at their best. The plans also include many aspects of keeping safe including, for example, fire and road safety and health promotion eg. Sex and Relationship education. Other subjects also teach safety such as safe use of tools and equipment, the importance of exercise, food hygiene and safe use of chemicals. School trips provide opportunities to promote '*keeping safe*' messages. The SMSC (Spiritual, Moral, Social and Cultural) development of children is embedded across all aspects of school life and strongly supports good behaviour and safety.

## **Related Policies**

The following related policies are available on request:

- Anti-Bullying Policy – outlines procedures and strategies for dealing with bullying.
- Child Protection and Safeguarding policies – includes essential guidance for keeping children safe.
- Equality Policies – designed to prevent discrimination.
- Health and Safety, Security and Educational Visit Policies – outlines how the school keeps children safe.
- Internet Use Policy – advice on using the internet in a safe way.
- School Uniform – what children should wear (or not) to school.
- SMSC Policy – the Spiritual, Moral, Social and Cultural Development of pupils.

The school follows DfE and Local Authority guidance on exclusions. The school would also follow national guidance in using certain powers to search pupils and their belongings and/or to confiscate items that children may have.

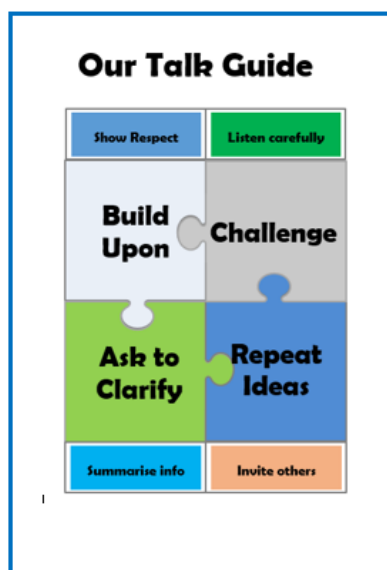
## Oracy Guidelines:

To support our learning behaviour and to promote respectful talk and discussion within the classroom, we have set up the following Talk Guides:

Talk Guide for KS1



Talk Guide for KS2



## Rainbow Rules:

Clear expectations are essential for the safety of all and so that our children can learn in a place where every member feels safe, content and able to learn.

We expect everyone to follow our Rainbow Rules (see Appendix 1), which are as follows:

- Listen carefully and follow instructions
- Work hard and do the best you can
- Look after our school and everything in it
- Keep your hands and feet to yourself
- Walk around the school sensibly and quietly
- Be polite and show respect.

During playtimes, children must continue to follow the Rainbow Rules as well as some additional playground specific rules. Children must respect the different Playground Zones eg. keep ball play to the Ball Games Zone and take part in quiet, seated activities in the Quiet Zone. If children are finding it hard to uphold the Rainbow Rules then guidelines below are followed.

### Acceptable Use Policy for Computing

Rules for the safe and polite use of the internet and computing equipment are shared and displayed in the computing suite and near other computers around the school. KS2 children and KS1 teachers (on behalf of their class) discuss and sign the school's internet use agreement.

### Safety Guidelines

Some safety guidelines may be displayed around the school eg. "Adults only in the Music Cupboard", or ticks and crosses for which side of corridor/stairs to walk. Some guidelines may be taught in the context of lessons, particularly in PE (including swimming), DT and science. Other guidelines may be given verbally eg. on school trips.

Other "rules" and guidance are outlined in school policies. All adults working in the school (staff, volunteers including parents, coaches, students etc) must adhere to the school's policies regarding professionalism, ethos and safeguarding.

All staff and other adults working in the school (including those running clubs) must ensure that these rules/guidelines are consistently taught and adhered to. Staff must ensure children "understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe".

At the end of the school day, parents and carers must ensure that the children in their care keep to the school rules.

### Additional Support

Sometimes it may be necessary to provide additional support for a child and their behaviour. This could include:

- Short term targets or goals
- Opportunity for reflection time eg. to be removed from a situation, time to feel more regulated or to reflect on an incident
- Alternative working environment eg. away from distractions
- Social skills work
- Additional TA support or learning mentor
- Alternative work or alternative curriculum
- Additional rewards and/or consequences. We aim for our consequences to focus on helping the child to **do better** rather than **feel worse**; the child may therefore have reflection time to unpick events. This will always be carried out with a spirit of support and kindness.
- Additional systems to monitor behaviour
- Additional coaching sessions to target specific skills.
- Time in the sensory room / quiet space.

Some of these must not be seen as either "rewards" or "consequences" but as tools to help meet the specific needs of individual children.

Some children may require Individual Behaviour Plans (IBPs) to enable them to access the curriculum to which they are entitled and/or to ensure that other children's learning and well-being is not adversely affected. An Individual Behaviour Plan should be written in consultation with the child's parents and, where appropriate, the child. A Pastoral Support Plan (PSP) may also be implemented which should include clear targets, strategies and support to achieve the targets, and a timeframe for review. At times, an Individual Risk Assessment is required to ensure the safety of the child and the other children and adults at school.

Sometimes behaviour management strategies will need to be shared with staff and other adults, to ensure that an individual is fully and consistently supported. This could include:

- Advice from the SENDCo or outside agency
- A script for how to support the child

- What does or does not work for the individual child
- What may be the underlying cause or triggers for unhelpful behaviour

Should there be no improvement in behaviour it may be necessary to involve other agencies eg. Learning and Behaviour Support Team, Educational Psychologist.

## Rewards for playtime and learning time:

*(Little Fishes Nursery will use elements of the policy based on the age and development of the children)*

Children learn and behave best when praise and encouragement are given, as appropriate to the age of the child.

Rewards	Procedures
<b>Level 1 Rewards:</b>	<b>A child should be rewarded for good effort, learning and behaviour</b>
Verbal or non-verbal praise and encouragement	This could take place anywhere around the school including the playground. Non-verbal praise could include staff nodding their heads or giving a smile or thumbs up.
Dojo Point(s) (KS1)	All children start the day on 0 points. A child may receive a Dojo point in recognition of following the Rainbow Rules. If the child continues to work well a Level 2 reward may apply.
Written comment (marking) in book. E.g. Stars	Teachers write praise, tick and star learning according to the school marking codes.
Class or group awards	Teachers may put a teddy on the table (or similar) for the table working most collaboratively together, or earn class collective rewards. Some classes may choose to have other whole class reward systems.
Stickers	Stickers may be given to reward good behaviour, effort or learning.
Control centre skills sticker	Children may be given a sticker linked to the control centre skill they are focussing on eg. the Steady Swan to reward this particular skill being shown.
<b>Level 2 Rewards:</b>	<b>Level 2 rewards are given for excellent behaviour, effort or learning.</b>
Tree of Success (KS1)	All children can earn a leaf (autumn), flower (spring) or sun (summer) to add their name to the Tree of Success, awarded for excellent work, effort and presentation. 2 rewards are usually earned per class a week.
BEST Points (KS2)	<p>Children in Key Stage 2 earn "BEST points" which are awarded for</p> <p><i>Brilliant behaviour (in and around the school)</i>  <i>Excellent effort (not just based on ability or attainment)</i>  <i>Super studying (including homework)</i>  <i>Terrific teamwork (including being safe and collaboration)</i>  <i>Perfect Presentation (including handwriting and work presentation)</i></p> <p>This links into the last line of our mission statement "to do the BEST we can". This is primarily a class based reward and should therefore be given mainly by, or in consultation with, the class teacher or TA. See Level 3 Rewards below.</p> <p>Sometimes, a child may have to show a specific skill an agreed number of times to get a Best Point; it is at the discretion of the staff.</p>
Lucky book tokens / pizza party	<p>Children on Accelerated Reader scheme will receive a lucky book token for achieving 100% on an AR Quiz- these will then go into a prize draw. Lucky book tokens are given to the Key Stage One children every time they read 10 times.</p> <p>Pizza parties are for pupils reaching a certain percentage of their Accelerated Reader target in a term.</p>
Special responsibility	A responsibility could be given in general recognition of good behaviour, effort or attitude. e.g. "water bottle monitor", "school pet monitor".
Visit Headteacher/SLT	Children might take a piece of work or share an example of helpful behaviour. They will often (but not always) be accompanied by an adult or one of their peers. This may lead to a sticker or other reward.
Pot of gold (EYFS)	When the children are working collaboratively and the whole class is following the Rainbow Rules, gold coins are given. The whole class get a reward once they have all of the gold coins.
Tea Party invitation	Every fortnight, the SLT host a tea party to celebrate children's success. The parties have a theme eg. Celebrating those who have demonstrated emotional regulation - being a Steady Swan.
House rewards	Each term, the house with the most best points may have a special treat eg. Non-school uniform
Dojo certificate (KS1)	The child/children who receive the most Dojo points in the day take home a certificate.
Dojo class rewards (KS1)	The Dojo points the children achieve are totalled up to make a whole class total. At the end of every term, the children will have a reward afternoon that reflects the number of Dojos they have eg. film afternoon, pyjama day. The children agree the rewards they are working towards.
<b>Level 3 Rewards:</b>	<b>Congratulations / celebrations</b>
Senior staff informed about good behaviour.	Children may be sent to a member of the SLT to be praised. This may lead to a sticker or other reward (see below).
Parents and others are informed about good behaviour.	<p>Children may be rewarded in a number of ways:</p> <ul style="list-style-type: none"> <li>• Celebration Certificates – Children will receive a certificate(s) in assembly to gain public recognition for excellent reading (Star Reader award) writing, maths and also for improved presentation (the Office make these certificates).</li> <li>• Mention in the parent bulletin or assembly.</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitation to a Celebration Tea Party</li> <li>• Certificate from the class teacher, Headteacher or any member of staff.</li> <li>• Good work sent home (often a photocopy) to show parents.</li> <li>• Display of good work or showing work to another member of staff</li> <li>• Text, email or letter of commendation from the Headteacher or other member of staff.</li> </ul>
Certificates from BEST points (KS2)	Children may get a Bronze, Silver, Gold or Platinum certificate if they receive sufficient BEST points (see above). All children should earn a Bronze (25 BEST points), most will earn a Silver (50 BEST points), some will earn a Gold (75 BEST points) and a very few may be awarded a Platinum certificate (100 BEST points). For children who receive a platinum certificate, they attend a reward day at the end of the year.
<b>Level 4 Rewards:</b>	
Rewards at home and in the community	Sometimes parents may choose to reward children at home. Children may also be rewarded in the local community e.g. sports team or youth association. Sometimes the achievements of children are recognised in the local press.

## How adults should respond when children do not keep to expectations at playtime and learning time\*\*:

\*\* (Little Fishes Nursery will use elements of the policy based on the age and development of the children)

	Procedures
<b>Stage 1 support:</b>	<b>Behaviours such as calling out, talking when they should be listening, not working sufficiently hard, not paying attention, distracting or annoying others and any low level disruption to learning should be brought to the attention of the child.</b>
Bringing the child's attention to the Zones and control centre skills	The member of staff should help the child reflect upon which Zone they are in. "I wonder which Zone you are in? Is the way you are getting those Yellow Zone feelings helpful or unhelpful to me, to you and to others? Which toolbox strategy can you use to help you?"  "How can you be more like a Steady Swan in this activity? What could help you?"  "Is what you are doing... 'Good for Me, Good for You, Good for Everyone?'"
Verbal or non-verbal reminder	Often a member of staff will give a one-off reminder before moving to Stage 2. This could take place anywhere around the school including the playground. Non-verbal reminders could include staff shaking their heads, a frown or gesture (i.e. to sit down)
Moving a child	A child may be directed to move to a different part of the room, assembly hall or playground as an initial warning. There will always be dialogue with a child about why they are being moved and what can help them to behave in a more helpful way.
Removal of equipment	Children can have equipment removed from them if they are using it inappropriately or dangerously e.g. scissors. There will always be dialogue with a child about this and what can help them to behave in a more helpful way.
<b>Stage 2 support:</b>	<ul style="list-style-type: none"> <li><b>Calm, Connect, Support</b></li> <li><b>Follow-up through a coaching conversation and repair time:</b></li> </ul>

If a child continues to not meet agreed expectations, the adult should respond through:

- **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions. If need be, another adult can tag team in to support.
- **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports. The Zones can also be used here as the children can refer to their personalised toolbox or class toolbox to help them get back into the Yellow Zone.

This process can take place wherever is suitable for the child eg. bench, quiet area of classroom, sensory room - wherever the child feels comfortable.



We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited. This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with Calm, Connect Support is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or 'naughty' (and for her / his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; it is therefore crucial that adults **always** respond calmly and supportively so that a child's self-concept is protected. When people feel better, they do better!

**However, embracing a spirit of support and empathy does not mean lowering expectations and not holding children to account.** Maintaining high expectations is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills and there is **always** follow-up when a child does not meet expectations.

## Stage 2 support cont. Follow-up through a coaching conversation and repair time:

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation' - this may be immediately after the incident or later in the day/the next day; there will always be follow-up.

Coaching Conversations are a problem-solving technique which focuses on understanding needs, building skills and planning how to do better next time.



- **Introduce the concern** in a way that keeps the child regulated and feeling supported eg. 'I noticed that...'
- **Listen to the child** – listen to understand, not to respond.
- Ask questions until both you and the child really understand what happened, the needs and missing skills behind the issue eg. Did the child struggle to understand the other child's needs/what they were asking? Ask questions in a way the child feels heard and their perspective understood.
- **Share** your concerns and your point of view eg. 'When I saw/heard... I thought... Then it meant that it had this impact on me..... and I felt...'
- **Problem-solve** together – always ask for the child's ideas first; expect the child to work hard at thinking of solutions which are 'Good for Me, Good for You, Good for Everyone'. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best. The principle is that the child feels authorship of the solution as this will make it more likely they will follow it through.
- **Repair** - repair should **always** take place if a child's words or actions have had a negative impact on anyone or anything.

Repair Time should be scheduled to take place as soon after the incident as possible but only once the child is calm. It is preferable that the adult first involved in the incident leads Repair Time, wherever possible. The adult will decide whether a coaching conversation slip should be completed or just discussed orally (see Appendix 2). For EYFS and younger children, role play or using dolls will be more appropriate.

Repair time could be: doing a good deed for the child who has been 'wronged' eg. sharpening their pencil or picking up their coat, a helpful act for the class eg. tidying the book corner, completing some learning or apologising. Some children will apologise happily and it will be heartfelt whereas other children will refuse to apologise or will say it under duress which is not helpful for anyone; children will not be forced to apologise for an act.

If a child says they do not care about the impact on others and do not want to make things better, they should never be forced. The adult should do the following:

- Use 'wonder' language. 'I am going to pick up the pencils that were knocked onto the floor. While I do this, I am going to wonder why you might find picking them up so hard...' Reflect the reasons why.
- Reflect that it is a really important skill to understand what others feel or to want others to feel better; that we want to work with the child to help develop these skills and that we would come up with a plan. Eg. working with a member of staff reflecting upon different scenarios and emotions.

At times, children may have this coaching conversation and complete learning in breaktime however children will ALWAYS have time to have a break and it will be framed in a positive way. 'I care so much about making the situation feel better for you and X that I am making time for this now'. It often works best to give children a choice of when they would like the conversation eg. 12pm or 12:30pm.

If a child is running in the corridor then they will be reminded of the importance of emotional regulation and keeping themselves and others safe. Their name will be recorded on a Steady Swan slip in the staff room and a member of the SLT will have a coaching conversation with the child.

If it is a once off low level incident (taking a toy from a peer) then there is no need to log the incident. However, if it is a higher level of incident or repeated low level disruption (3 or more incidents in a week) that is being unpicked then that should be logged on CPOMS recording the antecedent (trigger), details of the behaviour and the follow up discussions. Staff to ask the Office for the CPOMS guide for more information.

Red behaviour:	
SLT or Phase Leader involved - this could be during a lesson or playtime.	<p>Whilst we aim to reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable and makes other staff and children unsafe:</p> <ul style="list-style-type: none"> <li>• <b>Physical:</b> violence and threatening or aggressive behaviour, including fighting and rough play.</li> <li>• <b>Verbal:</b> swearing, rudeness and 'put downs', answering back, lying, offensive remarks.</li> <li>• <b>Emotional:</b> significant actions affecting the happiness and well-being of others including excluding others, spreading rumours.</li> <li>• <b>Discriminatory:</b> discrimination of any kind (see "Principles" above).</li> <li>• <b>Disrespectful:</b> deliberate disobedience, lack of respect, discourteous.</li> <li>• <b>Selfish:</b> disregard for the school environment and other peoples' property including theft, graffiti and vandalism.</li> <li>• <b>Unsafe:</b> actions that may affect the safety of themselves or others eg. running in school, tipping chairs.</li> <li>• <b>Disruptive:</b> actions that adversely affect the education of others eg. disrupting lesson, spoiling work, interrupting.</li> <li>• <b>Unkind:</b> any form of bullying, including cyberbullying (see <i>anti-bullying policy</i>).</li> <li>• <b>Inappropriate:</b> bringing inappropriate substances or other items on to the premises eg. illegal substances, drugs or weapons, solvents, age inappropriate materials.</li> </ul> <p>These unacceptable behaviours should be recorded on CPOMS and normally be treated as a "Red" incident and involve the Head or Deputy and/or the parent or carer of the child.</p> <p>Staff should involve a member of SLT or a member of ELT in the coaching conversation when red incidents occur. Ideally, the member of staff who witnessed the incident/supported it initially should stay whilst SLT work with them to carry out the coaching conversation. The incident should be logged on to CPOMS by the person who has witnessed/dealt with the incident, for the SLT/ELT to refer to (except for minor, trivial or one-off incidents) or as soon as possible. The CPOMS orange slips (stored in First Aid box) can also be filled in and Office Staff are able to type up incidents. The SLT will then deal with the incident and record the follow up on CPOMS. Staff to agree who is going to communicate with parents/carers.</p> <p>If a child has to see a member of ELT/SLT then the parents will be contacted. Likewise persistent low level disruption should result in a child being sent to the SLT.</p> <p>Any biting or strangulation incidents will be reported to parents/carers as soon as possible. A member of SLT/ELT will be informed and the incident will be logged on CPOMS.</p> <p>The member of SLT will check in with that child and the child's class teacher again to ensure they are following the Rainbow Rules.</p> <p>If a child is repeatedly disruptive a behaviour/home link book will be kept and notes made of any incident that is unhelpful. This will be shared with parents. In some cases a behaviour log will be made and shared with parents. If this is the case, the child needs additional support which is listed above but could also include a coaching programme.</p> <p>Coaching Time is a regular session with a member of staff to reflect upon their behaviour and to:</p> <ol style="list-style-type: none"> <li>make sense of their responses and difficulties</li> <li>plan ways to meet their needs in more helpful ways</li> <li>practise skills and plan ways to manage better next time.</li> </ol> <p>It must be logged on CPOMS that these sessions are taking place and why (along with recording them on the provision mapping tool). Parents/carers must also be informed.</p>
Suspensions, exclusion and/or referral	In the case of a child continually refusing to behave and disrupting the class or in extreme cases such as assault, s/he may be excluded within, or from, the school.
Referral	The school will liaise with other schools, agencies such as the police and/or social services and other organisations e.g. social media providers where appropriate where appropriate.
Removal from classroom/learning environment	<p>Removal is where a pupil, for serious reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff; this could be to maintain the safety of all pupils and/or to allow the pupil to regain calm in a safe space. The use of removal should allow for continuation of the pupil's education or a purposeful activity to take place in a supervised setting. Removal should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents must be informed on the same day if their child has been removed from the classroom.</p> <p>A child may spend several lessons removed from the classroom if they are finding it hard to remain regulated in a classroom environment; they will always be in an appropriate area of the school with trained members of staff to support them.</p> <p>It must be logged on CPOMS when children are removed from classrooms/learning environments (under removal from classroom category). This data is then analysed by the SLT.</p>

	<p>If a pupil has a social worker, they will be notified of this as well as any suspensions/permanent exclusions.</p> <p>Children could also be prevented from participating in a school activity such as school trip or social event, if deemed appropriate.</p>
Suspension	<p>Suspension is when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. For more information please see our trust's policy, 'Suspension and permanent exclusion' which is in line with DfE guidance (September 2022). It must be logged under the 'suspension' category on CPOMS.</p>
Permanent exclusion	<p>Permanent exclusion is when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'. For more information please see our trust's policy, 'Suspension and permanent exclusion' which is in line with DfE guidance (September 2022)</p> <p>Only the Headteacher (or their deputy) can exclude a pupil. All exclusions from school must be reported to Governors and the trust.</p>

## Implementation

All staff must:

- Implement this policy in a fair and consistent way.
- Report any issues relating to the implementation of this policy to the Senior Leadership Team (SLT).
- Ask for help if there are any behaviour management issues or concerns.
- Record in writing and report all persistent "Red / "Unacceptable Behaviour" (see above), to the Head or member of SLT.
- Report any child protection concerns, violent or aggressive behaviour, racist comments, bullying and any other significant or serious incident to the Head or another member of the SLT.
- Report and record any physical intervention, health and safety concerns and security issues, in line with the relevant policy.
- Avoid negative comments about a pupil, punishing a whole group for the behaviour of a minority, sarcasm, aggression, humiliation, blaming a child when maybe it was their parent's responsibility, and labelling a pupil rather than confronting the behaviour.

## Behaviour in Assemblies

Our expectations are:

- Children should walk silently, calmly and sensibly to and from the hall (this includes the corridors and outside ramp to the hall).
- Children should not talk in the assembly hall during collective worship, performances and other communal activities.
- Everyone should be quiet (including adults) when the assembly leader raises an arm.

Staff should:

- Remind children about assembly expectations before leaving the classroom.
- Ensure children walk silently and sensibly to and from the hall and are quiet in the hall.
- Let lines of children that are quiet exit the hall (this is not the job of the assembly leader).
- The member of staff nearest the outside door should ensure children exit quietly.
- Staff in main corridors should ensure children walk silently.

It is not possible for whoever is leading the assembly to manage behaviour on a pupil by pupil basis. It is imperative that all staff present are proactive in managing behaviour.

If children do not meet expectations then staff should:

### IN THE HALL

- For EYFS children: warn, and then move, children to the side of the hall.
- For KS1 & KS2 children: move children to the side of the hall (children should not require a warning).
- Whoever is leading the assembly should then speak to the children who have been moved to the side before sending them out to break/back to class.

### WALKING TO/FROM THE HALL

- Give a warning to children who are not walking silently and sensibly to the hall.
- Send children back to the hall who are not walking silently and sensibly from the hall – remind them of how we can be 'Steady Swans'. These children can also see a member of SLT for 'Steady Swan' reflection time where the behaviour is unpicked further.

## Use of reasonable force

All members of school staff have a legal power to use reasonable force. The Headteacher can also authorise people who have been put temporarily in charge of pupils such as unpaid volunteers accompanying children on a school trip. The policy of the school is to act in accordance with "Use of reasonable force – advice for head teachers, staff and governing bodies" (Department for Education, 2012). Schools do not require parental consent to use reasonable force on a pupil.

The school aims to minimise the need to use force by:

- creating a calm atmosphere and outstanding behaviour;
- teaching children how to manage conflict and strong feelings;
- de-escalating incidents where possible eg. with the use of humour or a verbal warning;
- implementing behaviour plans where there is an increased risk of force being required.

Reasonable force will only be used as a last resort when all other behaviour management/de-escalation strategies have failed. It can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder and the breakdown of a safe and enjoyable learning environment. The school may use reasonable force, for example to:

- remove disruptive children from the classroom, or other part of the school premises, where they have refused to follow an instruction to do so (this includes removing children who may disrupt other children's learning).
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving a room or other part of the school premises where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others/risks safety of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent damage to property.

Schools cannot use force as a punishment. The Headteacher, Senior Leadership Team and teacher-in-charge can use reasonable force to search for certain "prohibited items" (See DfE guidance).

Disabled children and children with SEND may need reasonable adjustments on how reasonable force is applied.

As stated in the 2010 DfE guidance (pg. 34) on *The use of force to control or restrain pupils*:

The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in *exceptional circumstances*. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.

It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

It is part of school's duty of care to their pupils to use restrictive physical intervention and reasonable force. School will only use restrictive physical intervention (such as seclusion) to prevent a "significant risk of harm" to themselves, others or property and in *exceptional circumstances*. Pupils will **never** be locked in a room. Pupils may be prevented from leaving a room but would always be supported and supervised. They will never be deprived of food and drink or access to a toilet. There would always be at least two adults present in these exceptional circumstances and a senior member of staff will be informed as soon as possible.

The minimum force necessary should be used, applied for the shortest period of time and the techniques deployed should be those with which the staff involved are familiar and able to use safely. If the child has a behaviour plan, the techniques should be named within this document.

## Staff Training

- Key staff are trained in Team Teach and we also train staff in legal requirements and general advice on managing behaviour.
- Staff have a duty to inform the Senior Leadership Team of any injuries which affect their ability to handle children.
- Training for all staff will be made available and will be the responsibility of the Senior Leadership Team.
- No member of staff will be expected to undertake the use of reasonable force without appropriate training.

## Recording

- Where reasonable force has been used or a pupil has been involved in a serious incident, a record of the incident will be kept. The incident should be recorded on CPOMs under the 'positive handling' category.
- Parents will be informed by telephone, email or in a Home School Book.
- Staff and children will be given basic first aid treatment for any injuries that require treatment. Where staff and pupils have been involved in an incident involving reasonable force they should have access to emotional support. This can be provided by other members of staff or if an exceptionally serious incident occurs then a referral to Occupational Health may be necessary. Debriefing must take place as soon as possible after the incident has been dealt with.
- Very minor injuries experienced by pupils are recorded in the school medical book only (medical room). All other injuries or ill health are recorded using the online accident reporting system.
- All other injuries to an employee, member of the public, volunteer, visitor or contractor are recorded using the online accident reporting system, no matter how minor.

## Action after an Incident

The Headteacher or member of the Senior Leadership Team will ensure that each incident is reviewed and investigated further as required. It is the role of the Senior Leadership Team to support staff who work with pupils with challenging behaviour. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures:

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedures
- Exclusions Procedure in the case of violence or assault against a member of staff
- Risk assessment if necessary
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.



## St Nicolas and St Mary CE Primary School Anti-Bullying Policy

Reviewed: February 2022, September 2023

Review date: July 2024

### Introduction

Everyone at St Nicolas and St Mary C.E. Primary School should feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. In line with the ethos of the school, we focus on encouraging positive behaviour patterns based on Jesus' command to "love one another" whilst at the same time dealing with any negative behaviour.

### Vision and Values

Our vision and values is embedded in our worship. The vision of the school is: *Be courageous! In God's faith, hope & love be empowered to be inspirational, inclusive and innovative.* This is based on Joshua 1:9 (courage) and 1 Corinthians 13:13 (faith, hope and love).

The key bible verses/stories for **courage, faith, hope** and **love** may change from time to time but are currently:

- **Courage** – Moses and the burning bush (Exodus 3).
- **Faith** – For truly I tell you, if you have faith the size of a mustard seed, you will say to this mountain, 'Move from here to there,' and it will move; and nothing will be impossible for you. (Matthew 17:20-21).
- **Hope** – Be joyful because you have hope. Be patient when trouble comes, and pray at all times. (Romans 12:12).
- **Love** - Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength and love your neighbour as yourself. (Mark 12:30-31).

The school is part of the Bishop Otter Academy Trust (BOAT) whose vision states:

*Our vision is rooted in Christian values which inspire and underpin our community life together as the foundation of all of our educational and pastoral efforts. We seek to be a distinctive but inclusive Trust, valuing and respecting each other. We extend the invitation to all those in our school communities to join our pursuit of **wisdom for life**. We aim to be a mutually supportive community where we strive for transformational educational excellence through effective partnerships within and beyond the Trust.*

The trust's strapline is 'Wisdom for Life' worship led or prepared by the trust will often be based on James 3:18:

*"The wisdom that is from above is first pure, then peaceable, gentle and easy to be entreated; full of mercy and good fruits, without partiality and without hypocrisy and the fruit of righteousness is sown in peace of them that make peace."*

Trustees and governors have a responsibility to ensure that the school maintains is Christian worship in line with its foundation and diocesan and Church of England guidance.

### Aim

The school aims to ensure that should bullying occur, victims feel confident to activate the anti-bullying systems within the school to stop the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. This document outlines how we make this possible at our school.

In line with Ofsted expectations (September 2023):

- The school is able to quickly provide information about all incidents that are racist, sexist, disability and homophobic/biphobic/transphobic **bullying**, use of derogatory language and racist incidents.
- Leaders, staff and pupils create a positive environment in which **bullying** is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

- Governors and leaders will regularly ask pupils (as Ofsted will) about their experiences of teaching, learning and behaviour in the school, including the prevention of **bullying** and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour, if they happen. Governors and leaders recognise that research and inspection evidence shows the importance of creating an environment in which pupils feel safe, and in which **bullying**, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

The school aims to be ‘outstanding’ e.g.

*Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and **bullying**, harassment and violence are never tolerated.*

## Definitions of Bullying

Bullying can be defined in a number of ways. It can:

- Be noticeable or not obvious.
- Include spitting.
- Result in children being socially excluded or left out.
- Be devious.
- Lower confidence.
- Involve the use of the internet or technology.
- Instil fear.
- Be intimidating.
- Involve restraining, blocking or surrounding the victim.
- Affect both school life and home life.
- Involve “cyberbullying”
- Be online including via messaging, social media and gaming apps and software.

In summary BULLYING IS HURTFUL AND REPEATED. It can include:

**physical** – hitting, kicking, taking belongings  
**verbal** – name-calling, insulting, making offensive remarks  
**social** – ignoring or spreading nasty stories or rumours  
**cyber** – sending, posting, or sharing negative, harmful, false, or mean content about someone else

In addition the school community recognises that bullying can be devious and upsetting. It is recognised that bully victims can be singled out for any reason such as their:

- Protected characteristic e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Social background
- Confidence
- Interests
- SEND eg. Autism, Dyslexia
- Or any other reason.

The school community should be aware that pupils with autism are also more vulnerable to being accused of bullying themselves due to their social communication difficulties. These children may need additional help and support to understand what behaviour is acceptable within the school community.

The school notes that bullies can be any age or gender and have often been bullied themselves. The school works hard to ensure that pupils know the difference between bullying and “falling out”. The school recognises that pupils need to develop the confidence to tackle bullying. They should be empowered to resist bullying at both this school and at their secondary school.

## ACTIONS TO TACKLE BULLYING

Governors and staff aim to work closely with parents, pupils and the school council to tackle bullying.

### Governors

Governors will monitor and evaluate the effect of this policy and the curriculum in addressing this issue. This anti-bullying policy is the governors’ responsibility and they review its effectiveness annually. This policy is monitored on a day-to-day basis by the headteacher, who reports termly to governors about the effectiveness of the policy. Governors can analyse information with regard to protected characteristics or any other requested potential factor.

### The School Staff

Prevention is better than cure so at St Nicolas and St Mary C.E. Primary School all staff will be vigilant for signs of bullying and always take reports of incidents seriously. Teachers will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

All reported incidents of bullying will be investigated and taken seriously by staff members. Staff must record all incidents or potential incidents on our electronic reporting system (CPOMS) of individual pupils before the start of the next school day. This should include both the victim and the bully. Staff must indicate, if known, what category of bullying it is. All incidents should involve and be reported to the senior leadership team. The Headteacher, should either follow up the incident or delegate to another member of the senior leadership team to follow up within one school day.

Upon discovery of an incident of bullying, we will discuss with the children the issues raised. Some incidents can be solved through a problem-solving or coaching approach in line with our behaviour policy. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. There are various strategies that can be applied if more than one pupil is involved in bullying another eg. discussion, role-play and other drama and coaching techniques. This can be an effective way of sharing information, understand feelings and provide a forum for discussing important issues. It can also be used just within the affected group to confront bullying that already exists.

The school can apply a number of consequences including a warning, calling the bully's parents into school, internal exclusions within school (eg. loss of break time), sending a child home at lunchtime, fixed term exclusions and permanent exclusion (see Behaviour Policy).

The school will keep parents informed of bullying and where necessary follow up incidents to ensure that the problem has remained resolved. In the first instance (e.g. for the first week of a problem being identified), the headteacher will ensure that a senior leader makes daily contact via email, phone call or informal meeting (e.g. on the gate). If the bullying stops then the contact between home and school can be reduced. If it does not, then senior leaders will discuss with parents next steps or new strategies to try to resolve the problem.

### **Parents and Carers**

Parents/carers are expected to work in partnership with the school to address the issue of bullying. This bullying policy is seen as an integral part of our Behaviour Policy. It is reviewed regularly and parents/carers are welcome to join in that process. The school also has a number of leaflets and further information and advice about bullying available for parents/carers available on request.

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or a member of the senior leadership team **immediately**.

If bullying does not stop, parents/carers are strongly encouraged to keep a log of all incidents and report these to the school on a daily basis – in person, in writing, by phone or by email. It is very difficult for the school to follow up, and deal with, incidents or allegations that happened even a few days earlier. The incident may be fresh in the mind of the victim, but the perpetrator may have completely forgotten what happened.

If parents/carers are not satisfied with the school's dealing with bullying, they can write to the Chair of Governors or CEO of the Bishop Otter Academy Trust.

The parents/carers of bullies and their victims will be informed of the outcome of an investigation they have initiated and may be asked to support the proposed strategies to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the consequences for repeated incidents will be clearly explained to him/her (persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours. If bullying continues, parents/carers of all parties will be informed and may be called in if problems persist.

Parents/carers are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents/carers, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary we have and will call on outside resources to support our action.

### **Pupils**

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil

tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. The school will encourage children to be **courageous** in reporting bullying. Further information for pupils about bullying is found in an Appendix.

### **School Council**

The School Council can play an active role in tackling bullying. This could include questionnaires, talking to bullies and victims, setting up a buddy system, or peer counseling.

### **Anti-bullying advice for parents and carers**

#### ***If your child has been bullied***

- **Calmly talk with your child** about his/her experience.
- **Make a note of what your child says** – who was involved, how often, where it happened and what happened.
- **Reassure your child** that he/she has done the right thing to tell you about the bullying.
- **Explain to your child** that should any further incidents occur he/she should report them to the teacher immediately.
- **Make an appointment** to see your child's class teacher.
- **Explain to the teacher** the problems your child is experiencing.

#### ***When talking with teachers about bullying***

- **Try and stay calm** – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- **Be as specific as possible** about what your child says has happened, give dates, places and name of other children involved.
- **Make a note** of what action the school intends to take.
- **Ask if there is anything you can do** to help your child or the school.
- **Stay in touch** with the school- let them know if things improve as well as if problems continue.

#### ***If the bullying continues***

- **Keep a diary** – you or your child could make a note of bullying incidents: who-where-when.
- **Contact the school again** – arrange to see the teacher or SLT.
- **Write to the school** – put your concerns down in writing.
- **Write to the Chair of Governors** – if you are not satisfied with the action being taken.

#### ***If your child is bullying others***

- **Talk with your child** and explain that what he or she is doing is unacceptable and makes other children unhappy.
- **Discourage other members** of your family from bullying behaviour or from using aggression of force to get what they want.
- **Show your child** how she/he can join in with other children without bullying.
- **Make an appointment** to see your child's teacher to discuss how you and the school can help stop him or her bullying others.
- **Regularly check** with your child how things are going at school.
- **Give your child lots of praise** and encouragement when he or she is co-operative or kind to other people.

#### ***If you think your young child is being bullied, but you're not sure, then ask a few simple questions:***

- What did they do at school today?
- Did they do anything they liked?
- Did they do anything they didn't like?
- Who did they play with?
- What sort of games did they play?
- Did they enjoy them?
- Can you draw a picture of the best thing that happened today?
- Would they have liked to play different games with someone else?
- Are they looking forward to going to school tomorrow?

### **BULLYING IS HURTFUL AND REPEATED**

It can include **physical** – hitting, kicking, taking belongings or **verbal** – name-calling, insulting, making offensive remarks or **indirect** – ignoring or spreading nasty stories or rumours.

#### **If you are being bullied:**

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

#### **After you have been bullied**

- Tell a teacher or another adult in school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

#### **When you are talking to an adult about bullying be clear about:**

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- What you have done about it already.

If you find it difficult to talk to anyone at school or home, ring Childline 0800 1111 or write to Childline, Freepost 111, London N1 0BR. The phone call or letter is free.

#### **If YOU are being a bully – think**

- What does it feel like for the other person?
- Would you like to be bullied? Everyday?
- This school does not put up with bullies – beware!

# Our Rainbow Rules

Be kind and helpful.

Listen carefully and follow instructions.

Work hard and do the best you can.

Look after our school and everything in it.






Keep your hands and feet to yourself.

Walk around the school sensibly and quietly.


Be polite and show respect.



Coaching Conversation Slip



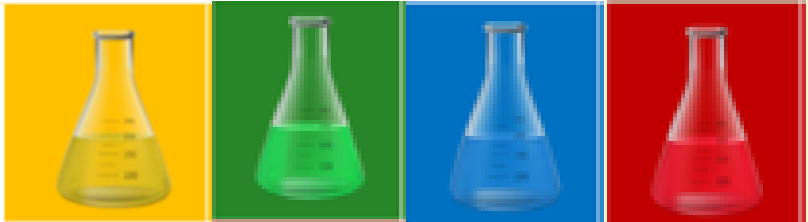

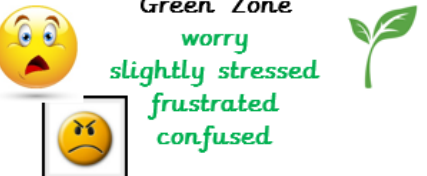

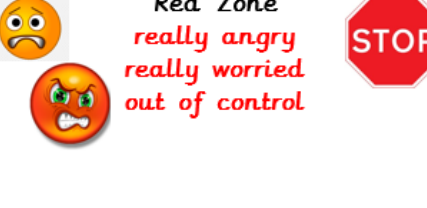
What is going on for me	What other people need	My ideas to solve it for everyone	How well has it worked?



# Our Feelings and the Zones

Approach informed by 'The Affect Model' created by Kit Messenger and Alison Rendle of Changing Chances.

Guide produced by St Nicolas and St Mary's CE Primary School

	
<p><b>Yellow Zone</b></p> <p>excited happy calm confident</p>  <p>Yellow Zone feelings should be 'good for me, good for you, good for everyone.'</p>	<p><b>Green Zone</b></p> <p>worry slightly stressed frustrated confused</p>  <p>Green Zone feelings help you to grow!</p>
<p><b>Blue Zone</b></p> <p>sad tired bored angry</p>  <p>Blue Zone feelings can feel tough for a while.</p>	<p><b>Red Zone</b></p> <p>really angry really worried out of control</p>  <p>Red Zone feelings can make you feel like you will pop!</p>

## What are the Zones?

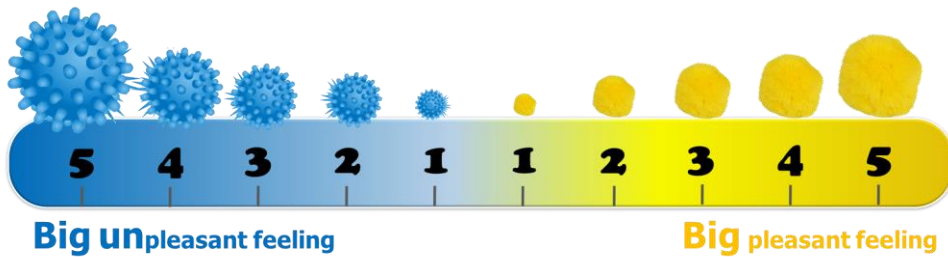
As a school, we are using the Zones to help children notice their feelings and feel empowered to develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your

child plays in a basketball game, it is beneficial to have a high energy alertness. However, that same state would not be appropriate in the library.

## Some of the aims of The Zones:

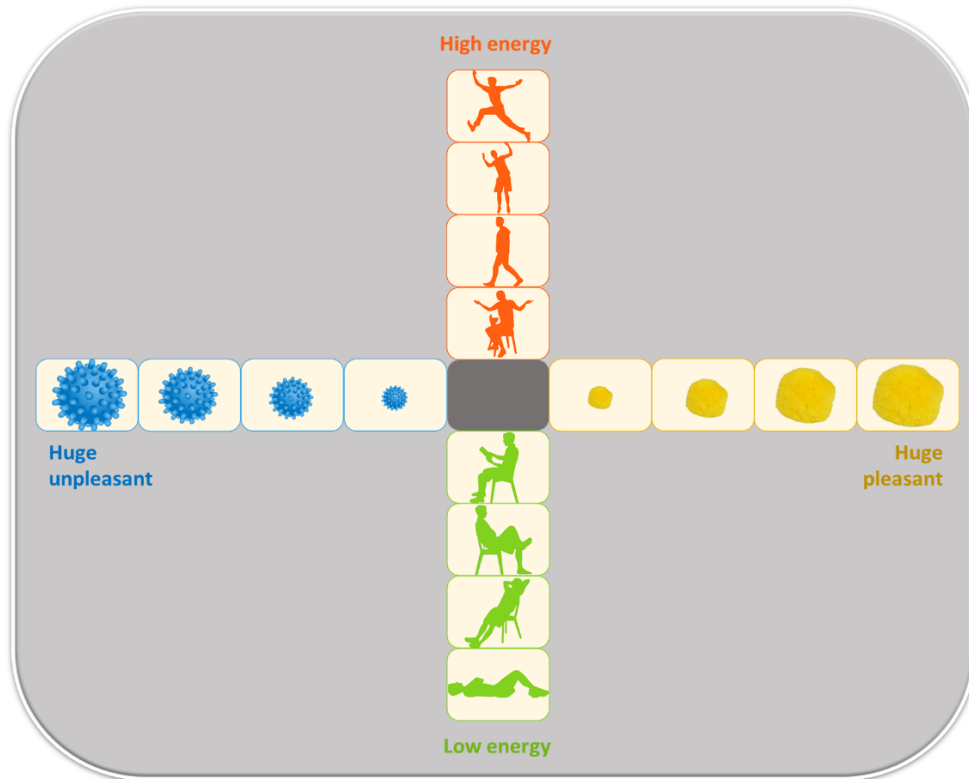
- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To help children work out what lies behind their move from one Zone to another i.e. which of their physical, sensory, emotional or learning needs are being met really well or less well met. E.g. When my friends invited me to join their game, I felt liked and cared for and an important part of the group. I felt connected and that I count. It felt really pleasant. I moved to the Yellow Zone.
- To help children understand that emotions, sensory experiences, physiological needs (eg. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (eg. use of putty at key times), calming techniques or thinking strategies.

A key part in this approach is your child noticing their feelings. Noticing whether they are having pleasant or unpleasant feelings.



Which different feelings are you having? Are they pleasant or unpleasant feelings? How big are the feelings? Are they high energy or low energy feelings?


Examples of high energy feelings: excited, angry, anxious, surprised.  
Low energy feelings: chilled, happy, sad, a bit low.



**Noticing how your body is feeling is the first step in becoming brain fit!**

**The Zones can be easily remembered:**

**Green:** for growth!

You may get Green  feelings before doing a presentation to the rest of the class, going into school for the first time and meeting your new teacher. These experiences may make you worried/slightly stressed but they will help you to become more confident and resilient as you are learning new coping skills.

**Yellow:** sunny positive experiences 

When we have these Yellow Zone experiences, our brain releases feel good chemicals. Having these good times can mean that you will find it easier to manage any more unpleasant feelings when you experience them.

What is important in the Yellow Zone is making sure that we are getting these pleasant feelings in a helpful way that is 'good for me, good for you, good for everyone'. Sometimes we can get pleasant feelings by calling out or taking a toy from someone – this is not helpful to others.



**Blue:** Rest area where you pull over when you're tired and need to

recharge and put the right support in place. Blue Zone feelings can feel tough for some time. It could be that you are not sleeping well, your pet has died or you feel upset that you have fallen over.

It is important to think, 'How am I managing this unpleasant feeling? Have I got the right support?'



**Red:** Stop and seek support. Red Zone feelings may make you feel like you will pop!

We can experience the Red Zone if we are having too many Blue Zone experiences for too long. If we are feeling worried and stressed for too long then we may start to feel extremely worried, angry or stressed. When we are feeling like we might pop, we need to talk to the people around us who will help.



**Key points:**

- Not all unpleasant feelings are a bad thing.
- Not all pleasant feelings are a good thing!
- It is important that we can spot the difference between helpful and unhelpful feelings.

## Who are the Zones for?

We need to teach ALL of our children good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress. Teaching children these tools at a young age will support them in later life.

## How will my child learn about the Zones?

The Zones will be used as part of daily school life and reinforced in our worship and PSHE curriculum.

**Some children prefer not to use the 'Zones language' but label the emotions directly – this is fine and encouraged!**

## How can you help your child use the Zones?

- Identify your own feelings using Zones language in front of your child (e.g. "I'm frustrated as I can't change this light bulb. I am in the Green Zone as this is an unpleasant feeling but I know that if I use some tools (Eg. counting to 10, inner coach talk) then I can achieve my goal, become more resilient and next time this will feel easier.")
- Talk about which tool you are using to support you (e.g. "I need to take 4 deep breaths to help me get back into the Yellow Zone.")
- At times, wonder which Zone your child is in; or discuss which Zone a character in a film/book might be in.
- Engaging your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated/calm.
- Teach your child which tools they can use (e.g. "You are feeling a little nervous about your first day at school tomorrow, that's OK. Let's do some square breathing and use our inner coach. Let's remind ourselves that last year you had the same feelings but after 2 days you felt really happy going into school." Different strategies are uploaded to our website.
- Share how their behaviour is affecting your Zone. For example, if they

are in the Yellow Zone you could comment that their behaviour is also helping you feel happy/go into the Yellow Zone.

- Put up and reference the Zones visuals and tools in your home.
- Praise/encourage your child to share which Zone they might be in.

*It is important to note that everyone experiences all of the Zones – the Red and Blue Zones are not the 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another.*

