



Name of Policy:	Relationships & Behaviour Policy (including Anti-Bullying)
Date first adopted:	September 2017
How often to be reviewed:	Annually
Reviewed:	September 2018
Reviewed:	September 2019
Reviewed:	September 2020
Reviewed:	September 2021
Reviewed:	July 2022
Reviewed:	September 2023
Reviewed:	September 2024
Reviewed:	September 2025
Reviewed:	March 2026
Reviewed:	
Reviewed By:	LGB



Coastal Learning
PARTNERSHIP

RELATIONSHIPS & BEHAVIOUR POLICY

AIM

This policy outlines the school ethos and culture which underpins Wool CE Primary school and Preschool's approach to all aspects of school life. The principles outlined here feed into all other school policies, and they form the foundation to our provision.

It is crucial that all children feel secure and happy in school for them to grow in confidence and achieve their full potential. We are fully committed to enabling **children to flourish**, and this is seen in our school vision: "**Rooted in the community to grow and flourish**". This is only possible where the ethos of the preschool and school permeates every aspect of school life and has consistent values. Relationships are key and underpin our **school vision** where the emphasis is on **community** working together to ensure children are successful learners. We have therefore made a conscious decision to rename the Behaviour policy to Relationships and Behaviour Policy to ensure the emphasis is made primarily to cause (relationships) and that behaviour is usually an effect of this. All staff will encourage an environment where children feel valued and cared for and where everyone is **mutually respectful**.

The primary aim of the Relationship and Behaviour Policy is a means of promoting good relationships, so that all stakeholders can work together with the common purpose of helping everyone to learn. It aims to focus the development of children's internal discipline which means an increased focus on teaching the valued behaviours particularly in the Early Years. Internal discipline is where the child fully understands the value of the work they have been given; is inspired and motivated sufficiently to choose to complete the work and recognises the value of the completed work irrespective of the views of others. We **aspire** to help all our pupils to develop this skill.

RATIONALE

As stated in Teacher Standards Section 2, we agree that all adults at Wool CE Primary and Preschool will "**treat pupils with dignity, building relationships rooted in mutual respect**".

"Equality is treating everybody the same. Equity is giving everyone what they need to achieve success" (Steps). We feel our aim is outlined in the image below:



Wool Primary and Preschool have adopted a therapeutic approach to behaviour within our school and staff follow the principles of therapeutic thinking: "An approach to behaviour that prioritises the valued experiences and feelings of everyone within the dynamic". This approach alongside our school's journey in becoming a Trauma and Attachment Aware School ensures we focus on the development of relationships, in a valued way, at the core. We feel this reflects the importance of ensuring everyone is treated with **love**, dignity and **respect**.

POSITIVE REINFORCEMENT AND REWARDS

At Wool CE Primary and Preschool we believe valued behaviour should be recognised and celebrated frequently. This approach positively contributes towards each child reaching their potential and aims to represent the school's high standards.

- All members of staff use praise to acknowledge valued behaviour as we believe that this will develop an ethos of **respect**, kindness, **love** and co-operation.
- In the Primary school, we have adopted a system called 'Track It Lights' to recognise and celebrate valued behaviours.
- Each class produces a Class Agreement at the beginning of every academic year. Every class displays their agreed expectations and these are age appropriate and rooted in the acronym RRS (Ready, **Respectful**, Safe).
- Weekly Celebration Assemblies provide an opportunity for certificates (from both in and out of school) to be awarded and for those children that do not attend the assemblies certificates/recognition can be awarded in a way most appropriate for them.
- Some whole class rewards for teamwork where the class can earn a treat session together.
- Children may additionally be given special responsibilities within the school at Primary level. These may include being part of the School Council, Eco Council, becoming an ambassador for a specific area.
- **Community** tokens from local businesses given to children who display valued behaviour (linked to our values) outside of school within the community.
- Some individual pupils have a personalised reward system according to need and these will be documented and reviewed in a child's individual plan.

RESTORATIVE PRACTICE

We recognise that every child is an individual and we strive to discover the underlying reasons behind a behaviour rather than simply addressing the child's action. In situations where a child displays detrimental actions/words, staff strive to use the opportunity to help a child reflect on their emotions and consider the outcome of their actions/choices.

We believe it is important to build clear consequences for negative behaviours into this policy. Educational or protective consequences should be linked to the inappropriate behaviour and should help the child to reflect on why their behaviour was unacceptable. A staged system has been developed to support this. If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

Step 1 - First verbal/visual reminder of the (Class) Charter and RRS

Step 2 - Second verbal reminder of the (Class) Agreement and RRS (stop and think reminder visuals displayed)

Step 3- Self-regulation strategies and support offered as appropriate (yellow track it light – primary school)

Step 4- Supported reflection facilitated by teaching staff/Preschool staff (prompts available in Restorative Folders which are available in all classrooms and main learning areas). Primary family member to be informed at end of the day by class teacher or covering member of staff (Amber track it light - Primary school)

Step 5- Restorative conversation with teaching staff/SLT and repairing action identified and agreed. Primary family member(s) involved in a meeting (Red track it light – Primary school)

When speaking with parents/carers we encourage any patterns of behaviour that are reflected at home to be reported to staff to aid in developing an approach to improve behaviour moving forward.

If a child displays persistent detrimental behaviour, staff members will use the outcomes of their analysis and share concerns with parents/carers. Staff might decide to produce an Individual Risk Reduction plan which will then be reviewed alongside the class teacher, child, parents/carers) at regular intervals. Sometimes staff will also liaise with external agencies (such as an educational psychologist, paediatrician, Portage, family workers or Dorset Council Specialist Teacher) in order to provide the child with the support they need.

On some occasions, it might be appropriate for staff to implement sanctions if a child is not engaging with the restorative process. This might include completing work during a break time, completing a learning task in a room other than their usual learning place/classroom (e.g. in a the classroom of a different year group, in another room with a member of SLT), being set some additional home learning. It may also be necessary to implement an internal/external exclusion for a fixed term or permanent basis, inline with the CLP Suspension and Exclusions Policy.

PHYSICAL INTERVENTION

In some circumstances when the child is displaying unsafe behaviour, staff members will use physical intervention in line with the child's Individual Risk Reduction Plan. In line with therapeutic thinking, staff would only adopt physical intervention if it enabled escalation to be avoided.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances. For example, when conducting a search without consent for images or articles that have been or could be used to commit an offence or cause harm, or if the child's own safety (or that of other people) is in danger.

All staff have a legal duty to report any matter in which safety is compromised. Any physical violence directed towards staff or others should be reported. This will then be investigated by the Headteacher and next steps identified. Records will be accompanied by photographic evidence of any injuries sustained (if this is possible and appropriate).

Any use of physical intervention will be recorded as soon as possible after the event and this record will be completed on the same day. This account will include: overview of circumstances leading to use of reasonable force; intervention(s) used; length of time used before calming/release; staff members involved; any injury caused to adult or child; any need for follow-up action. Parents/carers will be informed promptly of the use of reasonable force.

BULLYING, HARASSMENT AND ABUSE

All children have the right to feel safe at Wool CE Primary and Preschool, and all child on child abuse and sexual harassment is unacceptable and will be taken seriously. Staff maintain an attitude of 'it could happen here' and will not dismiss worrying behaviour as "normal". Such behaviour will be addressed in line with statutory guidance and the school's own monitoring and safeguarding procedures.

We believe that our therapeutic approach enables us to prevent bullying and intervene when bullying or any form of child on child abuse is taking place. We strive to provide a consistent strategy and culture throughout the school and support staff in their role in anti-bullying. As a result, we support both victims and perpetrators of bullying (and their parents and carers) and respond to the ongoing concerns of children around bullying and personal safety.

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group either physically, emotionally or online. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion,

gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Pupils are taught how to identify bullying through the STOP acronym – Several Times On Purpose.

Bullying of any kind is unacceptable and will not be tolerated at Wool CE Primary and Preschool. As a school, we are committed to the elimination of all forms of bullying, harassment and discriminatory behaviour. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy poster summary ensures all pupils understand and uphold the anti-bullying policy
- The SCARF PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School led daily collective worship help raise pupils' awareness of bullying and derogatory language and focuses on how to make choices underpinned by Christian values
- Difference and diversity are celebrated across the school through diverse displays, books and images used in teaching. We are also developing our wider curriculum planning in order to ensure the concept of diversity is at the foundation of what our pupils are taught.
- The whole school participates in events such as Anti-Bullying/Positive Relationships Week, Online Safety Day, Black History Month etc.
- Stereotypes are challenged by staff and pupils across the school
- Children are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council and Year 6 Prefects, such as assemblies in anti-bullying week and completing an anti-bullying survey
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- The school will continue to develop and improve the children's break and lunchtime experience by making them structured, active and engaging and reviewing them through pupil voice
- Staff are vigilant and proactive
- Children are taught not to take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

If a child feels like they are feeling bullied they are encouraged to not retaliate but to tell a staff member immediately. Pupils can also call ChildLine to speak with someone in confidence on 0800 1111 (posters are displayed in school).

When bullying has been reported, the following actions will be taken:

- Staff will record the allegation of bullying on My Concern
- Designated school staff will monitor My Concern, analysing and evaluating the results and making decisions about next steps (which will also be recorded)
- Individual meetings will then be held with any target of bullying to offer support and devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the instigator/those pupils involved in bullying who may require support.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

- Restorative discussion and mediation between the perpetrator and the victim should take place at an appropriate point.

ROLES AND RESPONSIBILITIES

LGB

- To review this Relationships and Behaviour Policy annually
- To support the Headteacher in carrying out its contents.
- To monitor the effectiveness of this policy as part of the support and challenge cycle.
- The Governing body supports the review of the Relationships and Behaviour Policy.

Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school
- To report to the governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour.
- The headteacher has the responsibility for giving suspensions or exclusions to individual children for who have shown dangerous behaviours. The exclusion will be for a period in which the Headteacher and if necessary, the SENDCo adapt the current provision and individual behaviour reduction plan for the child, and make any changes to the school to keep the child safe (if needed calling upon external agencies).
- For repeated or very serious acts of detrimental behaviour, the Headteacher may make the decision that the school cannot meet the child's needs safely and therefore an alternative provision or setting may be deemed more appropriate. Both these actions are only taken after the Chair of Governors has been notified.

Parents/Carers

- Support the expectations outlined in the Home and School Agreement (appendix 2)
- Support the Preschool and school's therapeutic thinking approach to behaviour (appendix 3)
- Work with school and preschool staff so children receive consistent messages about expectations.
- Support [the vision and values of the school](#) which are shared in the school prospectus and on the school website.
- Speak openly and respectfully to school staff to have supportive dialogue between home and school as we work together to address concerns about a child's welfare or behaviour.
- If families have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures).

Pupils

- Try to ensure actions and words follow being Ready [Respectful](#) and Safe
- Try to engage in restorative conversations with other stakeholders where appropriate
- Strive to follow the Class Agreement

MONITORING

- The Headteacher monitors the effectiveness of this policy on a regular basis through 'drop-in' learning walks across the school day. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 'Track It Lights' monitoring tracking system enable staff in the Primary school to make notes throughout the day regarding behaviour (both valued and detrimental) for all children. Staff (midday supervisors, teachers and teaching assistants) liaise together regularly to ensure continuity.
- Staff work with parents/families of individual children to manage home/school link books and review risk reduction plans to promote relationship between home and school.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The Staff and Governing Body review this policy annually. They may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

This policy should be read alongside other key school policies:

Safeguarding, Keeping Children Safe in Education, Coastal Learning Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions

APPENDIX

Different types of touch

There are four different types of touch and physical contact that may be used, these are:

1. Casual / informal / incidental touch

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General reparative touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body.

Reparative touch may include stroking a back or an arm, rocking gently, use of Occupational therapy equipment if stipulated in a child's individual programme, or sitting on an adult's lap (lap cushion may be used), hand or foot massage.

For pupils within the Early Years Foundation Stage, (Preschool and Reception classes) it may be more appropriate on occasion for closer physical contact, while appropriate child-adult relationships are being established. In the Pre-School setting, sitting a child on the knee might occur more regularly and be of longer duration, if such support is required by the child.

In Preschool, young children often seek comfort and reassurance through 'front embrace' hugs. It would be unkind and inappropriate to not respond in kind. In Reception, this should be phased out to a side hug 'Shoulder embrace' (*The shoulder-hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulder*).

Hart et al (1998) proved that touch contributed to improved cognitive performance of preschool children.

3. Contact/interactive Play

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands. This sort of play releases the following chemicals in the brain: Opioids - to calm and soothe and give pleasure; Dopamine - to focus, be alert and concentrate; BDNF (Brain Derived Neurotrophic Factor) - a brain 'fertiliser' that encourages growth. Interactive play may include: throwing cushions to each other or using soft foam bats to 'fence' each other.

4. Positive handling (calming a dysregulating child)

The restraining techniques used should be familiar to the staff involved, and they should be appropriately trained and be able to use them safely. A child who is in a state of dysregulation and has no mechanism for self-calming or regulating their strong emotional reactions may be physically contained by staff. We would recommend that Staff employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed and bring him or her down from an uncontrollable state of hyper arousal. Maintaining boundaries in such cases can be a vital corrective emotional experience, without which the child can be left at risk of actual physical or psychological damage. The brain does not develop self soothing neuronal pathways unless this safe emotional regulation has been experienced. Physical containment of a dysregulating child can be the only way to provide the reassurance necessary to restore calm. Such necessary interventions are fully in line with guidelines set out in the Government Document 'New Guidance on the Use of Reasonable Force in School' (DfE 1998) and in the Education Act Section 550A. During any incident of restraint, staff must seek as far as possible to:

- Lower the child's level of anxiety during the restraint by continually offering verbal reassurance and avoiding generating fear of injury in the child.
- Cause minimum level of restriction of movement of limbs consistent with the danger of injury (so, for example, will not restrict the movement of the child's legs when they are on the ground unless in an enclosed space where flailing legs are likely to be injured).
- Ensure at least one other member of staff is present wherever possible.

Steps to Take Before Positive Handling

Prevention strategies and calming measures will be employed, and the following action should be taken before a restraint is used.

- Applying the school's positive Relationships and Behaviour Policy
- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. touching the child's arm and leading him / her away from danger, gently stroking the child's shoulder);
- Put distance between the child and others - move others to a safer place.
- Calmly remove anything that could be used as a weapon, including hot drinks, objects, furniture.
- Use seclusion only if necessary for a short period while waiting for help, preferably where a member of staff can observe the child.
- Keep talking calmly to the child, explain what is happening and why, how it can stop, and what will happen next; Although these techniques to calm a dysregulated child are seen as best practice, individual children may require techniques to calm down.

Reference to a child's Individual Support Plan is required for more information.

Appendix: Children's Anti Bullying Policy

Wool CE Primary School's Children's Anti Bullying Policy

School Values

Our Christian values of love, faith, respect, perseverance and aspiration help us to grow and flourish both in our learning and as human beings who can have a positive impact on the world around us.

What is Bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is:

Several
Times

On
Purpose



Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people

Bullying can be about:

- Race or ethnicity (racist bullying)
 - What someone looks like
 - Where someone lives

In Wool CE Primary and Preschool, no form of bullying is acceptable and will be taken seriously. If you are being bullied, it is important to remember that it is not your fault and it is not OK. Bullying can happen at home, at school or online.

- Religion or belief, family and culture

- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability



What should you do if you think you or someone else is being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again.

You can:

- Tell a teacher – your class teacher or any other member of staff (Remember that Mrs Griffiths, Mrs Robinson, Miss Hardy and Mrs Johnson are all adults who have a special responsibility for keeping children safe. Mrs Harris and Mrs Collington also have a special role in school where they can talk to children to help them talk about their feelings and solve problems together).
- Tell a friend who will be able to help you
- Tell an adult at home
- You can also write a note about the bullying and give it to a School Council representative or a Year 6 prefect
- You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.

What should I do if I'm being bullied?

If you tell a teacher or an adult at school, they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

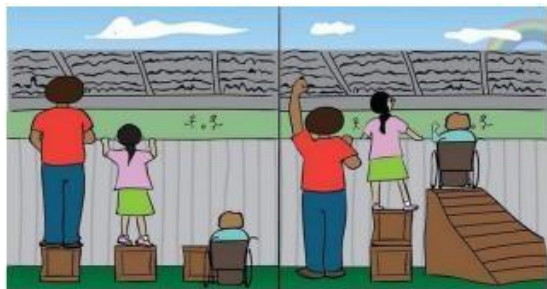




Home and School Relationship Agreement

This document aims to outline essential elements of the partnership staff at Wool Primary are committed to sharing with pupils and parents/carers. In order for all children to **grow** and **flourish**, we ask that everyone follows these essential guidelines. They are underpinned by our **school vision** and **Christian values: love, faith, respect, perseverance, aspiration**.

This agreement should be read alongside our Relationships and Behaviour Policy. All essentials are underpinned by our belief to encourage equity for our children. We believe that all children are able to achieve and **flourish** when their individual needs are met and they are encouraged to engage with appropriate strategies.



The difference between equality and equity - Equality means each child is given the same resources or opportunities. Equity recognises that each child has different circumstances and provides what is needed for them to reach an equal outcome.

Parents/Carers	Children	Staff
----------------	----------	-------

<p><i>We will encourage our children to respect school policies by ensuring they wear the correct uniform or suitable clothing in preschool.</i></p> <p><i>We will support and help uphold the therapeutic approach to behaviour in order to work with staff to encourage valued feelings and emotions.</i></p> <p><i>We will engage with staff through reading newsletters and engaging in parent teacher consultations, additional meetings and workshops.</i></p> <p><i>We will promote our children to live healthily and will:</i> - provide healthy snacks (fruit and/or vegetables) for children in Key Stage 2.</p> <ul style="list-style-type: none"> - ensure children have a booking for a hot school meal or bring a packed lunch. - Ensure pupils have a water bottle in school every day. - Encourage children to have a good night's sleep. 	<p><i>We will follow our Class Agreement and strive to demonstrate RRS through our actions and words (Ready, Respectful, Safe)</i></p> <p><i>We will strive to ensure our actions and words reflect our (pre)school values: love, faith, respect, perseverance and aspiration.</i></p> <p><i>We will use strategies that help us to be ready to learn.</i></p> <p><i>We will show respect to others and to property throughout the day and when attending trips off site.</i></p> <p><i>How?</i></p> <ul style="list-style-type: none"> • <i>Being a good friend</i> • <i>Take care of my books, water bottle and resources</i> • <i>Wear my school uniform and clothes each day with pride</i> • <i>Talk positively at home about what I have learnt in school</i> • <i>Read at least 3 times a week outside of the school day (school age children)</i> 	<p><i>We will collaborate with children to create Class Agreements which are appropriate for each different age group.</i></p> <p><i>We will model valued behaviours daily and use the language of RRS (Ready, Respectful, Safe)</i></p> <p><i>We will celebrate and value prosocial behaviour through our words and rewards (like awarding Track It Lights and certificates)</i></p> <p><i>We will provide a positive ethos in which children are encouraged to learn from mistakes and build skills of perseverance.</i></p> <p><i>We will differentiate our approach and given learning tasks according to the needs of individual children.</i></p>
--	---	---

<p><i>We will support children's learning at home by sharing books and promoting other home learning challenges.</i></p> <p><i>We will be positive role models for pupils by demonstrating how to hold respectful conversations and raise concerns appropriately.</i></p> <p><i>Contact the school as soon as possible if my child will be absent on that day.</i></p> <p><i>Ensure my child(ren) attend (pre)school regularly and on time.</i></p> <p><i>Ensure my child is ready for learning by - Having positive, valued conversations and interactions before school - Giving my child a substantial breakfast and help build skills of resilience.</i></p>	<ul style="list-style-type: none"> <i>•Try my best to complete home learning tasks which are set</i> <p><i>We will only bring a mobile phone to school if we have got written permission from a parent/carer.</i></p> <p><i>When the school is brought to school it will be given to a staff member at the start of the day and returned at the end of the day.</i></p>	<p><i>We will plan an inclusive curriculum and create a timetable that allows time for identified children to receive specific interventions.</i></p> <p><i>We will provide valued experiences throughout the school day and reflect on practice.</i></p> <p><i>We will aspire for all children to conduct themselves showing valued behaviours at all times and we will support them in times of emotional need.</i></p> <p><i>We will promote tolerance, love and respect towards others.</i></p> <p><i>We will create and maintain learning environments which will enable each child to reach their full potential and flourish.</i></p>
---	--	--