

# Positive Behaviour and Anti-Bullying Policies

Carlisle and Hampton Hill Federation



*UNICEF Convention on the Rights of the Child*

*Article 2: Non-Discrimination: Every child has the right to be protected from discrimination of any kind, regardless of their background, ethnicity, gender, language, or abilities. This supports your school's commitment to equity and anti-racism.*

*Article 3: Best Interests of the Child: All actions concerning children must consider their best interests as a primary concern, guiding fair and supportive behaviour management.*

*Article 12: Respect for the Views of the Child: Children have the right to express their views freely in all matters affecting them, including how behaviour is managed and bullying is addressed, ensuring their voices are heard and respected.*

*Article 19: Protection from Abuse and Neglect: Children have the right to be protected from all forms of physical or mental violence, injury, abuse, neglect, or bullying by others, including peers and adults.*

*Article 28: Right to Education: Children have the right to education, which should be free from bullying and discrimination, creating a safe and supportive learning environment.*

Statutory Policy:	Yes
Source of policy e.g. AfC, The Key Model Policy etc.	Federation
Date of review:	November 2025
Date of last review:	October 2024
Staff member responsible:	Heads of Schools
Governor name & committee responsibility:	Achievement and Families
This policy was ratified by Full Governing Body (if applicable):	
Date next due for review:	November 2026

# POSITIVE BEHAVIOUR POLICY

***“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.*** Paul Dix, Pivotal Education

***“Good behaviour in schools is central to a good education”*** (Behaviour in Schools DFE Sept 22)

This policy defines our commitment to ensuring behaviour that is fully supportive to a consistent and caring environment with positive learning outcomes for all.

## Aims of the policy

- ★ To create a culture of exceptionally good behaviour: for learning, for community for life.
- ★ To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ★ To refuse to give learners attention and importance for poor conduct.
- ★ To help learners take control over their behaviour and be responsible for the consequences of it.
- ★ To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ★ To promote community cohesion through improved relationships.
- ★ To ensure that excellent behaviour is a minimum expectation for all.

## Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- ★ Recognise behavioural norms
- ★ Positively reinforces behavioural norms
- ★ Promote self-esteem and self-discipline
- ★ Teach appropriate behaviour through positive interventions

## School Rules

In the Carlisle and Hampton Hill Federation we have five, simple rules which we expect most children to be able to recall and apply in various different situations -

***‘We are kind and helpful’, ‘We listen’, ‘We are honest’, ‘We work hard’ and ‘We look after property’.***



We understand that for some children, consistently following our behaviour expectations are beyond their developmental level.

In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## **Expectations of Adults**

Consistent adult behaviour will lead to children consistently conforming to our expectations.

We expect every adult to:

- ★ Meet and greet children as they enter the school/classrooms.
- ★ Refer to the schools' rules.
- ★ Model positive behaviours and build relationships.
- ★ Plan lessons that engage, challenge and meet the needs of all learners.
- ★ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ★ Follow up every time, retain ownership and engage in reflective dialogue with children.
- ★ Never ignore or walk past children who are behaving badly.

**Phase Leaders/Year Group Leaders** will:

- ★ Meet and greet children at the beginning of the day.
- ★ Be a visible presence around school to encourage appropriate conduct.
- ★ Support staff (where needed) in returning children to learning by joining restorative conversations and supporting staff in these conversations.
- ★ Regularly celebrate staff and children whose efforts go above and beyond expectations.
- ★ Encourage use of agreed rewards.
- ★ Ensure staff training needs are identified and coaching is offered accordingly

**The Federation Headteacher/Heads of School** will:

- ★ Take time to welcome learners at the start of the day.
- ★ Be a visible presence around the site and especially at transition times.
- ★ **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- ★ Regularly share good practice.
- ★ Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- ★ Regularly review provision for learners who fall beyond the range of written policies.

**Children want adults to:**

- ★ Give them a 'fresh start' every lesson
- ★ Help them learn and feel confident
- ★ Be just and fair
- ★ Have a sense of humour

## Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards.

Our staff understand that in the Carlisle and Hampton Hill Federation, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'.

This may take the form a positive note home, a phone call or a face to face chat.

Children who demonstrate the schools' rules will be acknowledged with various rewards.

In EYFS and KS1 children are consistently rewarded with 'smile tokens' which are collaboratively collected by children in their class teams, enabling a sense of togetherness and celebrating each other's achievements.

In KS2 rewards can vary from praise, acknowledgement on the class recognition board, stickers, choosing to sit next to a friend for a period of time or postcard home.

Other rewards and recognition of achievement across the federation may include stickers, Headteachers Awards and public certificates in assemblies.

## Managing Behaviour

Engagement with learning is always our primary aim in the Carlisle and Hampton Hill Federation.

We establish a set of Relentless Routines that we expect children to consistently follow across the schools in order to maintain high expectations of expected behaviours – these include: ***Calm, Quiet Corridors, Use manners wherever possible, Respond to - 1,2,3, Eyes on Me***

For the vast majority of the children a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

We praise the behaviour we want to see. *"You get more of the behaviour you notice most."*

All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

## Practical steps in managing and modifying poor behaviour

Children are typically held responsible for their behaviour.

Staff will deal with behaviour without delegating.

Staff will use the steps

(Step 1: Reminder, Step 2: Caution, Step 3: Last Chance, Step 4: Time out, Step 5: Repair – outlined in detail below) in behaviour for dealing with poor conduct.

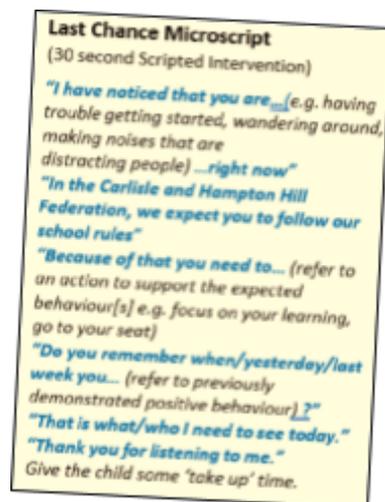
It is the aim that learners should be kept at Steps 1 and 2 for as long as possible.

## Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes **micro-scripts** for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact;

delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.



## Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out/Reset, Repair.

<p><b>Step 1: Reminder</b> - of the rules, and the three step routine, delivered privately.</p>
<p><b>Step 2: Caution</b> - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase <b>“think carefully about your next step”</b></p>
<p><b>Step 3: Last chance</b> (includes a 2 minute “inconvenience” after class)- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and <b>use the microscript</b> (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed, reduced or substituted.</p>
<p><b>Step 4: Time Out/Reset</b> – If the child hasn’t engaged after the third reminder he/she needs a <b>time out/reset</b> this is a few minutes for the child to think about him/her behaviour and calm down. Followed by:</p> <p><b>Step 5: Repair</b> - this might be a quick chat at breaktime in the playground or more formal meeting. (See Restorative Conversations)</p>

## Restorative Conversations

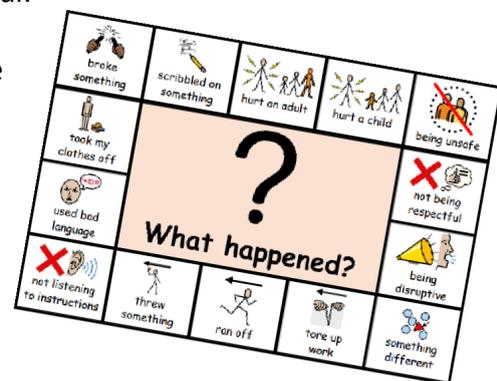
Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

Staff will often use a **Reflection Book** to guide children through restorative questions (with visuals/answers to prompt their responses - see image to the right).

In Key Stage 2, Children are required to reflect upon the following, reflective questions:

- **What happened?**
- **What were you thinking at the time?**
- **What are you thinking now?**
- **Who has been affected?**
- **What should we do to put things right?**
- **What could be done differently in the future?**

This process is informed by the language of Zones of Regulation and in line with our Attachment Aware Schools Award



## The Zones of Regulation

<p><b>Blue Zone</b></p> <p>sad      tired sick      moving slowly tired</p>	<p><b>Green Zone</b></p> <p>happy calm feeling ok focused ready to learn</p>	<p><b>Yellow Zone</b></p> <p>frustrated worried silly/wiggly excited loss of some control</p>	<p><b>Red Zone</b></p> <p>mad/angry terrified yelling/hitting elated out of control</p>

## EYFS and KS1 - Persistent Poor Behaviour (Category 2)

In The Carlisle and Hampton Hill Federation, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teachers' will work in conjunction with parents/carers, the Senior Leadership Team, the Federation/Assistant SENDCo and the Welfare Team to devise an individual support plan.

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in parents being notified either by a phone call or direct conversation.

These incidents should be recorded on CPOMS.

## Serious Behaviour Incidents (Category 3)

These behaviours include;

- **Fighting/physical assault (Intentionally causing harm)**
- **Intentional hurtful/offensive comments or behaviour (racist/homophobic, ableist/sexist)**
- **Swearing**
- **Bullying (including all forms of peer-on-peer abuse)**
- **Threatening or intimidating behaviour**
- **Theft**

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional consequence specific to the child and behaviour which will be determined by the category of behaviour and the consequence outlined. A clear version of this can be found in Appendix 3.

Behaviour has been categorised according to severity and consequence as below:

Category 1	Category 2	Category 3
<ul style="list-style-type: none"> <li>Verbal Rule Reminder given</li> <li>2x Verbal Rule Reminder given</li> <li>1 Indoor Suspension (5 mins)</li> </ul>	<ul style="list-style-type: none"> <li>A possible rule reminder or an immediate Indoor Suspension (5 mins)</li> </ul>	<ul style="list-style-type: none"> <li>Automatic Indoor Suspension (5/10 mins)</li> <li>Missing some/all Golden Time</li> <li>Other consequences may also apply depending on severity (e.g. exclusion, suspension)</li> </ul>
Persistent incidents referred to Year Group Leader	All incidents referred to Year Group Leader	All incidents referred to the Federation Headteacher
<ul style="list-style-type: none"> <li>Not doing as asked first time, every time</li> <li>Not sitting up/ouching</li> <li>Not listening</li> <li>Lack of pride and care</li> <li>Poor effort</li> <li>Not completing enough work</li> <li>Lack of participation in lessons</li> <li>Giving up</li> <li>Disrupting the learning of others</li> <li>Not being polite</li> <li>Not being sensible</li> <li>Not respecting others</li> <li>Calling out</li> <li>Not taking responsibility for own actions</li> <li>Running around school rather than walking</li> <li>Bringing inappropriate items into school</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate damage to property</li> <li>Aggression</li> <li>Refusal/defiance</li> <li>Repeated incidents from Category 1 (3 or more times)</li> </ul>	<ul style="list-style-type: none"> <li>Fighting/physical assault (Intentionally causing harm)</li> <li>Intentional hurtful/offensive comments or behaviour</li> <li>Swearing</li> <li>Bullying</li> <li>Threatening or intimidating behaviour</li> <li>Theft</li> </ul>

## Smile Charts

Smile Charts are a behaviour management tool used at Carlisle Infant School to encourage and reinforce positive behaviour in pupils, particularly when there have been repeated unwanted behaviours over a sustained period. Teachers work collaboratively with pupils to set specific, achievable behaviour targets tailored to each child's needs. These targets focus on areas where improvement is desired.

Teachers engage in discussions with parents to ensure they are informed and involved in the process. Together, they agree on appropriate rewards for the child's progress towards their targets.

The Smile Chart serves as a visual representation of the pupil's behaviour over time. Comments and feedback from both school and home are recorded on the chart, fostering a partnership in the child's behavioural development.

As the pupil meets their targets, they receive rewards that have been pre-agreed with their parents, reinforcing positive behaviour and motivating them to continue improving.

By using Smile Charts, schools create a supportive environment that encourages pupils to take responsibility for their behaviour while fostering communication between home and school. This approach not only addresses unwanted behaviours but also promotes a culture of positivity and accountability.

☺ Carlisle Infant School Smile Chart ☺					
Child's Name:				Class:	Date:
Target:					
	Session 1	Break	Session 2	Lunch	Session 3/4
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
END OF THE WEEK ANALYSIS					
Total number of smiles			Percentage of smiles	___ smiles/___ total %	

## **Key Stage 2 - Reset**

Instant Reset for the following unacceptable behaviours:

- **Open defiance / consistently ignoring instructions**
- **Swearing/inappropriate language. Any discriminating language or behaviour (racism, sexism, sexual, homophobic language etc)**
- **Verbally or physically threatening, aggressive or violent behaviour Bullying (refer to anti-bullying policy)**
- **Deliberate damage to school property / Stealing**
- **Any situation where a member of staff feels threatened or belittled by a pupil.**

If a child gets a Reset, they are required to miss part of their lunchtime break (15 mins) and a Reflection Sheet is completed with a member of SLT to help them reflect upon and learn from their mistake.

These serious incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Federation Headteacher/Head of School or a member of SLT) All serious behaviour incidents should be recorded on CPOMS

## **Report Card**

If a child receives 3 Resets during a half term (6-7 weeks) they will be required to move onto a Report Card for 5 school days. Their class teacher will take them to visit the Headteacher for a meeting and parents will

be informed by the SENCo, in her capacity as part of the Leadership Team. It will be explained to them how the Report Card works and about the possibility of internal suspension as the next stage if necessary. In most cases this is successful in improving the child's behaviour and the SENCo will email/phone home at the end of 5 days. When a child comes off the report card they may move to a consolidation card to help them stay on track, if this is requested by the parent and/or teacher.

NB. Very few children need to go on a Report Card.

## **Internal suspension**

If the child's scores on the Report Card do not meet the success criteria, then an internal suspension becomes necessary. Parents are informed. An internal suspension involves the child being removed from their class into another class and alternative supervised breaks are scheduled away from peers, for one school day.

Assuming this is successful, then a reintegration meeting will be held the following morning and the child has a fresh start back in their usual class.

## **The Power to search without consent**

Staff will operate this (if required) with reference to DFE Prohibited items list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

## **Power to use reasonable force**

Members of staff have the power to use reasonable force to *'prevent pupils from hurting themselves or others, from damaging property, or from causing disorder'*.

### **Use of reasonable force. Advice for headteachers, staff and governing bodies, DfE July 2013**

Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe. Individual staff are trained in positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented and communicated with parents.

The school will follow London Borough of Richmond upon Thames' (LBRuT) guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

## **Safe Space Intervention**

Pupils demonstrating dysregulated behaviour may be guided to the calm corner away from other pupils for a limited period in order to calm and to keep themselves or others safe.

This space may also be used upon pupil request in order to enable time and space to re-regulate. (See Appendix 1 Safe Space Guidance)

## **Suspensions and Permanent exclusions**

A decision to exclude a pupil should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to suspend and/or exclude is for the Federation Headteacher or Heads of School to take.

Whilst an exclusion may still be an appropriate sanction, heads should take account of any contributing factors that are identified after an incident of poor behaviour has occurred.

For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Heads should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, Heads should consider whether exclusion is providing an effective sanction.

**(from Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion (DFE))**

A number of options are available in response to a serious breach of behaviour policy;

- a) **restorative justice**
- b) **mediation**
- c) **internal exclusion**
- d) **managed move** (to another school)
- e) The length of a fixed-term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary, a permanent exclusion may need to be considered. Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.
- f) When a child returns from a fixed-term exclusion, a reintegration meeting is usually set up. This will involve the parents, the child, and the Federation Headteacher/Head of School.
- g) As per the DfE directive, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Heads' decision.

Any incidents will be documented and reported to Governors by the Headteacher in the termly report; and will be reported to the local authority.

**NOTIFICATION OF EXCLUSION FORMS**

We will follow Local Authority templates and guidelines. (Ref: Adrian Bannister, Lead Exclusion & Reintegration Officer, LBRuT).

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DFE))

**[Link to Safeguarding and Child Protection Policy – Child on Child Abuse](#)**

Reference to the procedures for dealing with child-on-child abuse from our Safeguarding and Child Protection Policy can be found from page 13 of this school policy document.

## **Restraint and Restrictive Intervention and use of the Safe Space Guidance**

### **Introduction**

As a federation with Attachment Aware awards, a behaviour policy which focuses on a positive and relationship-based approach to behaviour management and a Specialist Resource Provision for children with Social, Emotional and Mental Health (SEMH) needs, staff understand the core principle that behaviour is a means of communication and has a cause and purpose. As outlined in the Governments report "Reducing the Need for Restraint and Restrictive Intervention" – June 2019, we acknowledge that, "Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes."

### **Our approach**

- We have systems in place to continually assess the needs of pupils and identify the underlying causes of their behaviour
- We use this information to work consistently with children to create a supportive environment and deploy techniques and strategies that will de-escalate or calm situations and reduce the need for physical restraint. The 'Zones of Regulation' intervention is embedded throughout our practice, and we encourage the children to use visuals and language based on this intervention as an SEMH tool.
- We work with the children to support and encourage them to use alternative ways to express their frustration and teach strategies to help them to work towards independent self-regulation.

### **Positive Handling and Physical Restraint**

At times however, restraint may be necessary to safeguard the individual and/or others from serious injury or harm. A decision to use physical intervention should only be made after all alternative strategies have failed to calm the pupil and never used to punish or with the intention of inflicting pain, suffering or humiliation.

As outlined in DfE's guidance on the 'Use of Reasonable Force in Schools,' all members of school staff have a legal power to use reasonable force when it is necessary. When evaluating a restraint or a restriction of liberty, the legislation requires us to consider:

- Was this action legal and necessary – for example, was this action taken to prevent a child injuring themselves or someone else or causing serious harm to property or to maintain good order and discipline?
- Could this action be considered as 'reasonable' in this particular circumstance? Was it the minimum force necessary? Was it proportionate?

Teaching staff have been trained in Physical Intervention, provided by the Education Inclusion Service which prioritises de-escalation strategies and a graduated approach to ensure techniques used to restrain or restrict liberty of movement are reasonable and proportionate to the circumstances, risk and seriousness of harm; and are applied with the minimum force necessary, for no longer than necessary.

After any incident involving restraint, staff fill out a 'Positive Intervention Checklist' document which is saved as a Google form. The data from this document is then analysed by the Senior Leadership Team who look to identify any patterns or particular triggers and to ensure actions and consequences are appropriate.

Any incident is always followed up by restorative work with the pupil to allow them to process what has happened and discuss alternative scenarios. Parents/carers are also informed and if necessary and Behaviour Support Plans are updated.

### **Guidance for use of 'The Safe Space'**

As part of our provision, we have a specially designed 'Safe Space'.

This is a place of safety with soft padding on walls to provide further protection for pupils who are very agitated or dysregulated. Below is guidance on how staff use this resource appropriately.

There are times when children need access to a quiet and calm space.

The 'Safe Space' is a sensory- controlled calming area. The purpose of this space is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills.

In the majority of cases the use of the Safe Space should form part of a pupil's Behaviour Support Plan. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access the Safe Space, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Safe Space using agreed positive handling strategies. In these instances, the Safe Space can be used as a means of

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

### **Helping pupils to understand how to use the Safe Space**

1. Introduce the Safe Space in a positive, proactive way that helps the child to understand the benefits that can come from its usage.
2. Explain to the child that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry. Use language that is simple and positively stated.
3. The Safe Space should not be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.

4. The best outcome of using a Safe Space is when a child learns how to 'self-regulate' independently and is able to calm her/himself down.
5. The Safe Space needs to be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the child move towards the room and during and after they have spent time there.
6. When introducing the Safe Space initially, the child should be asked to spend five to ten minutes in there. They can lie down on something comfortable if they want to (e.g. a bean bag, cushions, etc.) or they can stand and move around if they want to. This introduction session should be used in a proactive manner, when the child is calm and receptive, in order to help her/him feel good about being there.
7. Following several sessions when the child has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain to the child that the Safe Space will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry.
8. It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Safe Space' or the child themselves may feel that 'this is a good time to use the Safe Space'.
9. Staff should then be alert to warning signs that the child may need a break and remind the child that this may be a good time to use the Safe Space.

### **Procedure for the use of the Safe Space**

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies outlined in the school's behaviour policy or in the pupil's Behaviour Support Plan, this may include suggesting the Safe Space.
2. If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff. Staff should suggest 'this is a good time to use the Safe Space'.
3. Other staff should be alerted for support as appropriate.
4. If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the legally defensible criteria apply, staff may consider it necessary to escort the child to the Safe Space using an approved physical intervention in line with school policy and DfE guidelines.
5. Once in the Safe Space, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Safe Space.
6. While a child is in the Safe Space, senior staff should ensure that appropriate staffing is available to support the child.

**At no time should pupils be unsupervised in a Safe Space or the door, locked. It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a window and mirror.**

**If a pupil tries to leave the Safe Space before they are calm, staff should use low and slow responses to direct the pupil to stay.**

**In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment (please also refer to DfE guidance on 'Use of reasonable force in schools' as above).**

**This response must be recorded after the event in line with school policy. If this becomes a regular requirement must be included in the pupil's Positive Behaviour Plan. The rights of the child should be respected at all times.**

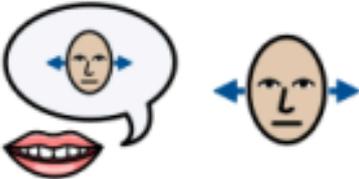
**I confirm that I have read and understood the "Restraint and Restrictive Intervention and use of the Safe Space Guidance".**

Signed by parent/carer \_\_\_\_\_

Name of parent/carer \_\_\_\_\_

Date:

Appendix 3 – Consequence Categories.

Behaviours have been categorised according to severity and consequence as below:		
Category 1	Category 2	Category 3
<ul style="list-style-type: none"> <li>• Verbal Rule-Reminder given</li> <li>• 2<sup>nd</sup> Verbal Rule-Reminder given</li> <li>• 1 Indoor Supervision (5 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• A possible rule-reminder or an immediate Indoor Supervision (5 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• Automatic Indoor Supervision (5/10 mins)</li> <li>• Missing some/all Golden Time</li> <li>• Other consequences may also apply depending on intent/severity (internal exclusion, suspension).</li> </ul>
<p>Persistent incidents referred to Year Group Leader</p>	<p>All incidents referred to Year Group Leader</p>	<p>All incidents referred to the Federation Headteacher/ Head of School*</p> <p>These will be logged using CPOMS</p> <p>*FHT/HoS may choose to adapt the approach to the consequence according to the child's need and the regularity of this incident.</p> <p>Separate guidance available.</p>
<p>Not doing as asked first time, every time</p> <p>Not sitting up/slouching</p> <p>Not listening</p> <p>Lack of pride and care</p> <p>Poor effort</p> <p>Not completing enough work</p>	<p>Deliberate damage to property</p> 	<p>Fighting/physical assault (Intentionally causing harm)</p> 
<p>Lack of participation in lessons</p> <p>Giving up</p> <p>Disrupting the learning of others</p> <p>Not being polite</p> <p>Not being sensible</p>	<p>Aggression</p> 	<p>Intentional hurtful/offensive comments or behaviour</p> <p>Swearing</p> 
<p>Not respecting others</p> <p>Calling out</p> <p>Not taking responsibility for own actions</p> <p>Running around school rather than walking</p> <p>Bringing inappropriate items into school</p>	<p>Refusal/defiance</p> 	<p>Bullying</p> <p>Threatening or intimidating behaviour</p> 
	<p>Repeated incidents from Category 1 (3 or more times)</p>	<p>Theft</p> 



# **ANTI BULLYING POLICY**

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)".

## **Policy Objectives**

- This policy outlines what the Carlisle and Hampton Hill Federation schools will do to prevent and tackle all forms of bullying.
- Carlisle and Hampton Hill Federation schools are committed to developing an anti-bullying culture where the bullying of children, young people or adults is not tolerated in any form.

## **Links to Legislation**

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - ✓ The Education and Inspection Act 2006, 2011
  - ✓ The Equality Act 2010
  - ✓ The Children Act 1989
  - ✓ Protection from Harassment Act 1997
  - ✓ The Malicious Communications Act 1988
  - ✓ Public Order Act 1986.

## **Responsibilities**

- It is the responsibility of:
  - ✓ The Federation Headteacher and Heads of Schools to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
  - ✓ Governors to take a lead role in monitoring and reviewing this policy.
  - ✓ All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - ✓ Parents/carers to support their children and work in partnership with the school.
  - ✓ Pupils to abide by the policy.

## **Definition of Bullying**

- Bullying can be defined as *'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'*. DfE **'Preventing and Tackling Bullying, 2017**

This is communicated and known by the children using the acronym **'S.T.O.P.' (Several Times On Purpose)**

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g., excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Carlisle and Hampton Hill Federation schools recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by the Carlisle and Hampton Hill Federation schools as being a form of child-on-child abuse; children can abuse other children.
  - ✓ Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
  - ✓ We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
  - ✓ All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

### **Forms and Types of Bullying Covered by this Policy**

- Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
  - ✓ Bullying related to physical appearance
  - ✓ Bullying of young carers, children in care or otherwise related to home circumstances
  - ✓ Bullying related to physical/mental health conditions
  - ✓ Physical bullying
  - ✓ Emotional bullying
  - ✓ Sexualised bullying/harassment
  - ✓ Bullying via technology, known as online bullying or cyberbullying
  - ✓ Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying (including transphobic bullying)

### **School Ethos**

- Carlisle and Hampton Hill Federation schools’ community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- Our community:
  - ✓ Understands the importance of challenging inappropriate behaviours between peers.
  - ✓ Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - ✓ Supports staff to promote positive relationships to help prevent bullying.
  - ✓ Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - ✓ Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - ✓ Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - ✓ Requires all members of the community to work with the school to uphold the anti- bullying policy.

- ✓ Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- ✓ Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- ✓ Seeks to learn from good anti-bullying practice elsewhere.
- ✓ Utilises support from the Local Authority and other relevant organisations when appropriate.

### **Responding to Bullying Concerns**

- The following steps will be taken when dealing with any incidents of bullying reported to the schools:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
  - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - The Designated Safeguarding Lead (DSL) in the relevant school will be informed of all bullying concerns, especially where there may be safeguarding issues.
  - The Federation Headteacher, Head of School (Designated Safeguarding Lead) or another appropriate member of leadership staff will interview all parties involved.
  - A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
  - The school will speak with and inform other staff members, where appropriate.
  - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
  - Appropriate consequences and support, (for example as identified within the school behaviour policy and child protection policy), will be implemented in consultation with all parties concerned.
  - If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Early Help if a child is felt to be at risk of significant harm.
  - Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

### **Cyberbullying**

- When responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - ✓ looking at use of the school systems
    - ✓ identifying and interviewing possible witnesses
    - ✓ Contacting the service provider and the police, if necessary.
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- ✓ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - ✓ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE ['Searching, screening and confiscation at school'](#) and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  - ✓ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the child demonstrating bullying behaviour, as well as ensuring access to any additional help or support they may need.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - ✓ advising those targeted not to retaliate or reply.
    - ✓ providing advice on blocking or removing people from contact lists.
    - ✓ helping those involved to consider and manage any private information they may have in the public domain.

### **Generative artificial intelligence (AI)**

- Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- Carlisle and Hampton Hill Federation recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Carlisle and Hampton Hill Federation will treat any use of AI to bully pupils in line with our Anti-Bullying policy.

### **Supporting Pupils**

- Pupils who have been bullied will be supported by:
  - Reassuring the pupil and providing immediate pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Pupils who have demonstrated bullying behaviour will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school behaviour policy. This may include:
  - ✓ official warnings

- ✓ resets/internal exclusions
- ✓ removal of privileges (including online access when encountering cyberbullying concerns)
- ✓ in extreme or repeated cases, fixed-term or permanent exclusions.
- ✓ Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

### **Supporting Adults**

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
  - ✓ Offering an immediate opportunity to discuss the concern with the Federation Headteacher, Head of School or a senior member of staff
  - ✓ Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
  - ✓ Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - ✓ Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - ✓ Reassuring and offering appropriate support.
  - ✓ Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - ✓ Discussing what happened with Federation Headteacher, Head of School or a senior member of staff to establish the concern.
  - ✓ Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - ✓ If online, requesting that content be removed.
  - ✓ Instigating disciplinary, civil or legal action as appropriate or required.

### **Preventing Bullying**

#### Environment

- The whole school community will:
  - ✓ Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - ✓ Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
  - ✓ Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
  - ✓ Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
  - ✓ Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
  - ✓ Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

- ✓ Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- ✓ Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- ✓ Actively create “safe spaces” for vulnerable children and young people.
- ✓ Celebrate success and achievements to promote and build a positive school ethos.

### **Policy and Support**

- The whole school community will:
  - ✓ Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - ✓ Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - ✓ Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - ✓ Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - ✓ Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

- The school community will:
  - ✓ Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
  - ✓ Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
  - ✓ Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
  - ✓ Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week, through PSHE lessons, assemblies, drama/role play story writing, use of social stories etc.
  - ✓ Provide systematic opportunities to develop pupils’ social and emotional skills, including building self-esteem.

### **Monitoring and Review: Putting Policy into Practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school’s action planning.
- The Federation Headteacher/Heads of School will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.