

# Blossom Federation

Daubeney, Sebright and Lauriston



# Blossom Federation Behaviour Principles & Policy

Review Date	Changes made/Details of action plan	Due Date	By Whom
September 2019	Statement of Behaviour Principles added; expectations for clothing added	26.03.2019	Jenni Bird
July 2021	Expansion of sanctions and anti-bullying info And consultation with Heads of School	July 2022	Robin Warren
July 2022	Changes made in light of Learning Mentor Team changes at Daubeney Reference to CPOMS Reference to OPAL Inclusion of guidance on peer on peer abuse	July 2023	Robin Warren, HoS & Jenni Bird
July 2023	Individual school level updates	July 2024	HoS

## Our Positive Behaviour for Learning Policy

This policy reflects the general approach to behaviour across the Blossom Federation. Where there are individual school differences, these are highlighted.

### Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life

In addition, this policy is based on:

*Maintained schools, pupil referral units and non-maintained special schools insert:*

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children' property

*Maintained schools add:*

- DfE guidance explaining that maintained schools should publish their behaviour policy online

### Policy Aims & Expectations

Maintaining high standards of behaviour is everyone's responsibility.

Daubeney, Lauriston and Sebright Schools provide a safe and secure environment whereby children can learn, grow, make mistakes and take risks. They develop their emotional intelligence and self-regulating behaviour with the assistance of fair, kind and loving staff.

We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for our school. In our schools, we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places as ambassadors of the school.

All adults working with our children have a responsibility for promoting positive behaviour. Positive behaviour for learning needs to be taught explicitly and noticed explicitly. It is important for children to be

discussed in positive terms; noticing what is happening rather than what is not. Children also have a responsibility to behave well and the right to expect others to behave respectfully towards them.

Children are expected to positively respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that positive behaviour comes from a strong school culture and a shared vision and ethos with the children at the heart of it.

We will support and guide children to make the right choices. We are committed to developing respectful and responsible members of the community and to build a low-stress, high-challenge environment for learning. Children will develop positive learning behaviours as we know this leads to great learning.

Our Standards and Expectations are central to our behavioural values. It is essential that they are consistently used at all times by the whole school community.

These Expectations and Standards should be continually referred to during the school day; to help develop children's independence, emotional intelligence and prepare them for life!

### **Daubeney Golden Expectations**

Be kind, helpful and gentle  
Listen carefully  
Learning brilliantly  
Be honest and responsible  
Be safe and care for people and property  
Always be in control of your own behaviour

### **Sebright Standards**

Treat yourselves and others with respect  
Treat all property with respect  
Behave sensibly and safely around the school  
Achieve your best at all times  
Be kind and help others  
Listen without interrupting  
Respond to an instruction straight away  
Always be in control of your own behaviour

### **Lauriston Expectations**

We are kind, respectful and helpful towards everyone  
We listen to each other without interrupting  
We work hard and challenge ourselves  
We follow instructions straight away  
We are always in control of our behaviour  
We move around the school sensibly  
We look after our school

## The Traffic Light System

Our school 'traffic light system' ensures all children and staff have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment are being treated fairly and have very clear expectations.

### Dealing with issues in behaviour – The Classroom

The first question you need to ask yourself is: "*Why is a child behaving in this way?*"

**Is it you?** The Lesson / pace / challenge / attention

**Is it the child?** What has happened that day to the child? Why do they need attention?

**Is it the environment?** Classroom layout? Sound? Peers?

## The Traffic Light System

At the beginning of each half term each class is given the traffic light recording sheets. These will be used to keep a record of low-level behaviour. There may be visual prompts for these in classrooms and learning spaces.

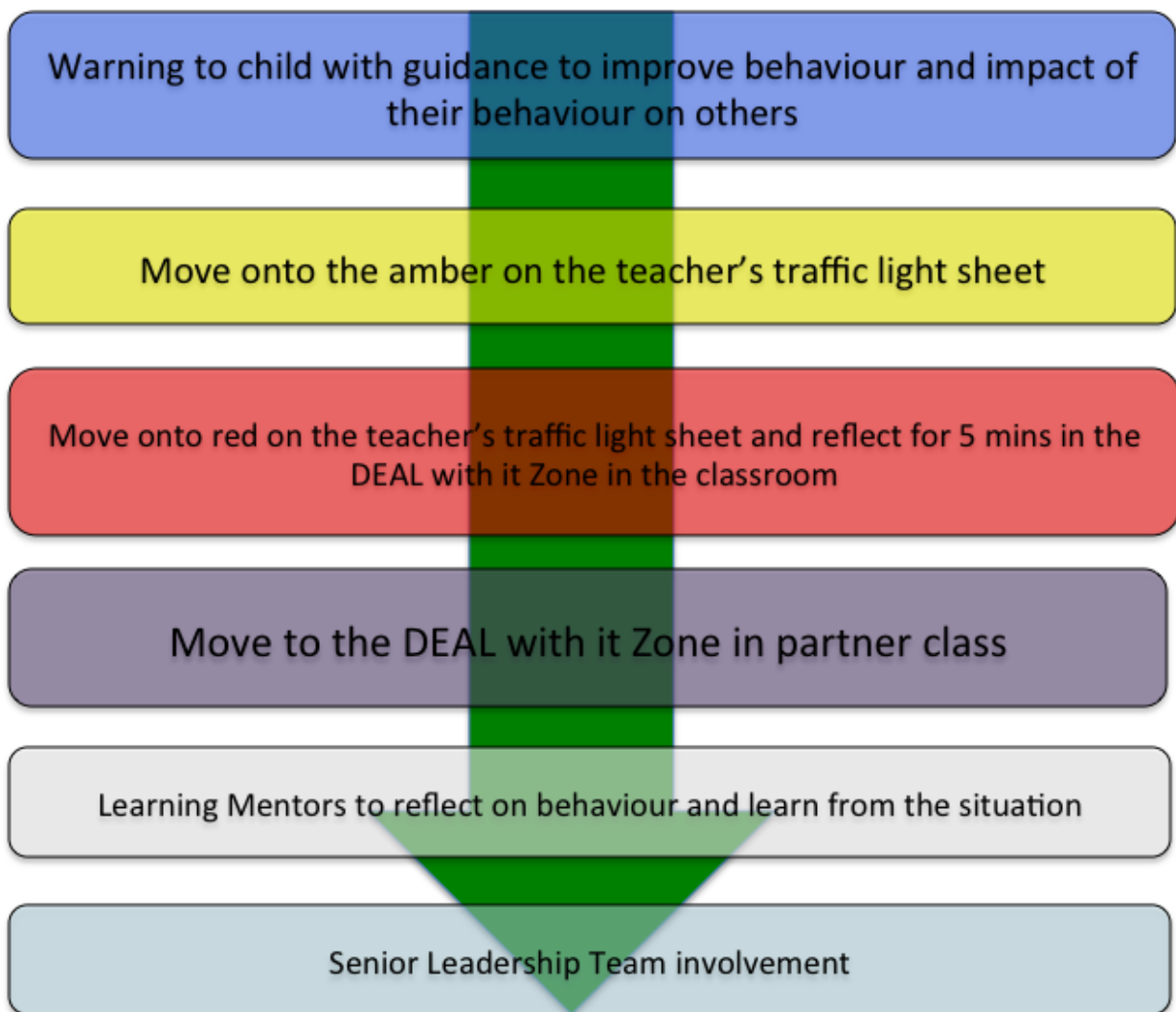
Children's behaviour is tracked in each school and monitored by the Learning Mentors/Pastoral Care Lead SLT's and Inclusion Teams leading on behaviour.

Information from these tracking sheets is communicated to SLT regularly and about key children and to agree follow up steps. This may include meetings with parents and carers, individual behaviour plans or referrals to outside agencies. The focus will be on improving behaviour and positive praise.

Records are kept on CPOMS. CPOMS is our school record keeping system for safeguarding, behaviour, attendance and specific incidents.

The traffic light system at Lauriston has two additional steps - Blue behaviour (not in control of own behaviour or concerns around the health and safety of themselves and other children - Gold (rewarding exemplary behaviour.

At Lauriston, there is a visual display in the form of a traffic light in each classroom. This visual helps to support both adults and children in understanding whether children are meeting the Lauriston expectations. Each day begins with all children in the green zone. Children are challenged to show exemplary behaviours which will enable them to get to gold. Adults are responsible for adding positive and negative behaviour onto CPOMS.



At Lauriston we do not move to the Deal with it zone in a partner class. Children remain in class and DEAL Zone coaches used where appropriate to support children to regulate their emotions.

Teachers or children fill out a *Deal with it* form to communicate to the learning mentors/pastoral care lead what had happened and the progress of the child in regards to getting back on track. The information from the DEAL forms can be added to the child's behaviour record on CPOMS if necessary.

### What is unacceptable behaviour?

We recognise that behaviour is a form of communication and will support the children who need reminding of the school expectations. However, there are some behaviours which are not acceptable. We would expect home and school to work together in ensuring these behaviours are not repeated. These include:

- Injuring others
- Being violent to other children and staff

- Vandalizing school equipment / property
- Fighting
- Leaving classroom without permission
- Running away
- Refusing adult instructions
- Swearing
- racist, sexist, homophobic or discriminatory behaviour

### **DEAL with it Zone / Deal Zone**

Each class is required to have a zone set aside for children to reflect on their behaviour and develop strategies to solve issues themselves.

They will work through the steps of the DEAL poster and be able to talk about ways to improve their behaviour.

**D – Describe the problem**  
**E – Explain how it makes you and others feel**  
**A – Ask yourself how to change your behaviour**  
**L – Learn from the experience**

Partner classes are designated at the beginning of each academic year.

At Lauriston each class has a DEAL Zone which has two functions. It is used by teachers to ask a child to spend 10 minutes to help them re-focus, or children can self-regulate by choosing to spend time in the Deal Zone. Deal Zone coaches are used to help support children to regulate their emotions. The school trains all children to be DEAL Zone coaches.

### **CLASSROOM DISPLAY**

A standardised display will be provided by the learning mentors and Pastoral Care personnel at the beginning of each academic year.

### **Children with Behavioural, Emotional or Social Difficulties**

We are aware of the complex needs of children who experience emotional and behavioural difficulties. Our schools use specific strategies to ensure that these children are supported with their behaviour throughout the school day. The Inclusion leads and Pastoral Care Lead are responsible for ensuring that these support plans are adhered to.

Partnerships with other agencies such as Educational Welfare, Educational Psychologists, Children's Adolescent and Mental Health Services (CAMHS), Re-engagement Unit (REU), Art Therapists and Counsellors, Physical Education specialists will be used to help identify the underlying causes of behaviour difficulties and meet the needs of these children.

To ensure staff can support with individual support plans, these would be shared with relevant personnel.

### **Staff roles to support Positive Behaviour for Learning**

Children are expected to listen to and respect all school adults.

All adults in school are responsible for behaviour across the school, not just in the class they work in. They should notice, praise and challenge issues as they observe them.

#### **Role of Class Teacher**

Having a respectful, honest, kind and working relationship with your children will have a profound effect on their learning, progress and personal development.

**All adults** are responsible for the behaviour of all children in school and across the wider school community. All staff should enforce the standards and expectations for all children, modelling them in their own behaviour.

Behaviour expectations will be communicated to staff weekly.

For the first 15 minutes, every Monday morning, the Standards/ Expectation of the week must be discussed in class. This is then reinforced in the assembly on Monday. A member of SLT delivers the expectation of the week. These discussions continue in class for the remainder of the week.

If there are behaviour issues in the classroom, the classroom teacher should honestly reflect on the relationship they have with the child and ask themselves the following questions:

- How do you feel your relationship is with the child?
- How many times have you had lunch with them?
- What do you know about that child?
- Have you spoken to parents about the great things they have done at school?
- What do they enjoy doing outside of school?
- How do you react to certain behaviour?

Classroom Staff should seek support from other staff should they need additional help for a child, group of children or an issue they cannot resolve themselves.

At Sebright School, the class teacher will set a behaviour target each half term. This will be based on

discussions with support staff and children during PHSE.

## **Role of Senior Teachers**

Members of the Senior Leadership Team, Senior Management Team, Lead teachers and Upper Pay Scale teachers will support staff across the school where necessary to deliver the behaviour policy consistently. They will be required to assist teachers with parents meetings and mediation amongst children. They will be expected to model the policy consistently.

All staff will know where SLT members are located throughout the day so they can ask for support if required.

The Head of School and Senior Leadership Teams should lead regular behaviour assemblies or class sessions to model and enforce expectations.

SLT will support class teachers in establishing behaviour expectations if required.

## **Role of Support Staff**

In addition to modelling the behaviour that promotes our learning culture, all staff are responsible for personally coaching children to support their development. This includes support staff who often have contact with children during informal times of the school day such as during break times. For this reason, all support staff are responsible for encouraging and praising children as well as responding to inappropriate behaviour according to the traffic light record sheet. Support staff must inform the class teacher when there has been an incident with any child requiring action (positive or negative).

There will be annual training with support staff on the promotion of this policy and its principles.

## **Role of Parents and Carers**

As a school community, we want to work together with parents, carers and the home for the best interests of their child and any issues should be first discussed with the class teacher. It is important that parents support the adults in the school and discuss any concerns in a calm and respectful way and it is important for children to see us as a partnership.

## **Role of Learning Mentors, Pastoral Care Lead and Federation Pastoral Care Manager**

In addition to modelling the behaviour that promotes our learning culture, the Pastoral Care Teams will work with parents and carers to ensure all children arrive at school on time ready to learn. The Learning Mentors and Pastoral Care Lead will provide specific support with personalised strategies for teachers and support staff planned with children and their parents and carers. These strategies may include a behaviour



plan for children to be encouraged and praised for exhibiting targeted behaviour for learning. For some children with intensive behavioural needs, the team will liaise with external agencies including Hackney Re-Engagement Unit (REU), Children & Adolescents Mental Health Services (CAMHS), Educational Psychologists (EP) and Educational Welfare Services, Music Therapy and Councilors. Teachers always have a central role in this process and are expected to attend these meetings when possible.

## **Links with Home**

It is the responsibility of staff to ensure that parents/carers are kept informed about their child – especially when it comes to positive news and communicating any outstanding achievements:

- Talking to parents at the start and the end of each school day (Sebright teachers will talk to parents at the end of the day only)
- Phone call / text home
- Achievement certificates
- SEN review meetings

## **On-line Safety**

Children are encouraged to talk about how they can keep themselves safe on-line. All staff, including agency staff and volunteers sign the Federation's Acceptable Use and Behaviour Policy (AUBP) annually. Children sign a class AUBP at the beginning of the school year and this is referred to at the beginning of any computer lesson and before we break up at the end of each half term and term. The full on-line safety policy can be found on the individual schools' website, e.g. <https://www.sebright.hackney.sch.uk/about-us/policies>

## **Rewards and Sanctions**

**These can be any or a combination of the following:**

### **Achievers' Assembly**

Staff selects children for achiever awards. children can be chosen for their academic, social, or behavioral efforts. Achievement and effort is celebrated verbally and personally during achievers' assemblies on a Friday. The teacher's comments are also recorded on an achiever certificate that the children take home. Parents and carers are invited to attend the achievers' assembly.

### **Team Reward System**

Golden tickets can be given out at staff's discretion for noticeable effort and progress the children have made towards meeting the expectations or standards: either academically, socially, personally or emotionally. This system is not in operation at Lauriston. At Sebright, children can also be given DOJO points in class and these are linked to the Golden Tickets.

### **SLT Lunch Party**

Once every half term the SLT will organise a special lunch with children who have consistently demonstrated a positive attitude to learning and school life. Staff nominate children for the award and the

pupil's good conduct is celebrated along with a member of SLT. Parents and carers are informed by letter that their child has been chosen and the reasons why.

### **Well Done Postcards**

Distributed by Class Teachers and the Head of School.

### **Additional Rewards**

At Lauriston, staff and children are encouraged to write compliment slips to each other as a way of celebrating positive behaviours. Ambassadors collect compliment slips and re-distribute them on a weekly basis.

Each half term, a teacher or Head of School postcard is sent to the children's parents via the post if they achieve a certain amount of Gold's during the half term. Children who receive 6 postcards during the year receive a special award.

### **Early Years Foundation Stage**

We recognise the development stages for children in the EYFS. Incidents in the Early Years setting will always be seen as a learning opportunity to develop personal, social and emotional development. Children will always be given guidance and behaviour should be modelled by the adult or more able children using verbal and non-verbal strategies. For example, if a child is having trouble sharing, the adult can quickly role-play the situation using phrases. "Can I have a turn please?" "When I have finished." "Thank you."

### **Promoting Self-Discipline**

Different strategies can be used to develop self-regulating behaviour, furthering emotional intelligence and creating a positive working environment.

These are some of the initiatives we use to support children:

- SEAL curriculum; JIGSAW (PHSE curriculum) to be followed in all classes
- School starts at 8:45am for study start.
- At the beginning of every week, the first 15 minutes are set aside to discuss the standard / expectation.
- Continual discussion and setting of class expectations
- Regular school council meetings
- Ambassadors and school councillors visit other classes during SEAL sessions and feedback in their weekly meetings
- Rights Respecting Schools - relating situations to the Rights of a Child
- Playground friends
- Peer support and buddy system
- Peer mediation
- Achievers' Assembly
- Team points and Golden Tickets
- Sharing rules and responsibilities

Repeated low-level disruption has a detrimental effect on the learning of the whole class. Mediation sessions are organized through the week for children who have been on the traffic lights/tracking sheet the previous week.

If a child has had three yellows or two reds in a week, a learning mentor/pastoral care lead will hold a mediation session in the hall. It is the responsibility of the class teacher to send those children to the session after noting down which children have been on the traffic lights that week. Children can also be sent to the mediation session if they are having a particular problem or issue at school regarding theirs or others behaviour.

Sanctions should not be punitive.

We may inform parents and carers of incidents by:

- text
- letter
- phone

At Lauriston, if a child enters 'red', parents are informed on the day by email, phone call or in person. If a child enters 'red' on 3 occasions in a week, parents will be informed and advised if the behavior continues, they will be invited to meet with the class teacher and phase leader to discuss the situation and consider ways to support their child.

## **Sanctions**

These may include:

- Time out in class or in another class
- Time out with a member of senior staff
- Missed playtime or lunchtime
- Doing a specific task to improve the school community
- Internal exclusion
- External exclusion
- External fixed term exclusion
- And although extremely rare, permanent exclusion

## **Lunchtime Reflection (Lauriston only)**

Lunchtime reflection is an opportunity for a child in KS1 and KS2 to talk through an incident or issue which has taken place the previous afternoon or that morning. This session is timetabled to avoid a child's learning being missed. A child would be sent to reflection to discuss an issue which has arisen or where they have not followed the school expectations. The child would come to reflection at the start of lunchtime where they will discuss the issue with a member of SLT and discuss their thoughts and feelings on a reflection sheet then discuss a way forward. This may just be a reflection on the incident, a restorative session with another child or a sanction given.

## **Playtime Expectations**

The learning mentor team, pastoral care lead, support staff, Volunteers and teachers on duty will provide opportunities for children to respond positively to each other in a safe and friendly environment. A playground rota of games, equipment and activities will be provided by the learning mentor team/OPAL

working party at the beginning of each academic year. OPAL activities and activities are also modelled to the children.

It is important that the expectation of the behaviour policy is reinforced at lunchtime.

If children are consistently finding playtimes difficult, parents are consulted and children are put on catch me being good cards.

Children should always approach an adult in the playground or peer mediator if they feel unable to resolve an issue in an appropriate manner. Children will be supported and any issue given attention and fully investigated.

Children can be removed from the playground if they fail to keep themselves or other children safe. Where a child is unsafe in the playground, a member of SLT will supervise them in an appropriate space.

High profile and complex needs children will be assigned an adult to observe and intervene during playtimes. This information will be added to the playground rota at the beginning of term.

Teachers need to be responsible for the behaviour of the children in their class during all playtimes. They need to be proactive in developing strategies to make sure children have enjoyable playtimes. This can be done during SEAL sessions or first thing on a Monday morning when discussing the expectations and standards.

### **Behaviour incidents during Music and PE and Spanish sessions**

PE, Music and Spanish teachers will follow the behaviour policy steps as previously outlined. Before the class has started, it is the responsibility of the class teacher to communicate any behaviour issues that have occurred that day. At Sebright the class tracking sheet will be taken to PE and Music. Specialist staff should adhere to the behaviour expectations within each school.

The PE, Music and Spanish teachers will have a sheet of the partner classes for each year group, which they will keep for the year.

### **Offsite visits**

The expectations of this behaviour policy should be adhered to when all staff and children are off site during school times. As children travel to and from school, they are expected to reflect the positive reputation of the school. If a child's behaviour is deemed unsafe in the lead up to a trip or on a previous trip they can be left out of a trip but this should be avoided. The school will provide additional support / risk assessment to ensure all trips are inclusive. Individual risk assessments for key children should be undertaken with the relevant personnel and the child themselves. This can be found as an appendix of the Child Protection & Safeguarding Policy. The parents should be notified in good time and arrangements should be made for the child to stay with the partner class.

### **Learning Mentor / Pastoral Care Personnel**

Children can be referred to Learning Mentors or Pastoral Care personnel or sent as part of the stages of the Traffic Lights System/tracking sheet system. This will be reported to their school's SLT on a weekly basis covering any high profile cases and persistent and challenging behaviour.

If children are having ongoing issues that may need regular monitoring, they can be moved onto a catch me being good card. They visit the Learning Mentors or Pastoral Care personnel regularly throughout the day to

discuss success and development points. The Learning Mentors and Pastoral Care personnel and teachers initially speak with the parents/carers to discuss ongoing concerns.

The Learning Mentors and Pastoral Care personnel are responsible for keeping the traffic light record sheet/tracking sheet up to date and logging behaviour incidents onto CPOMS. This may also involve the Designated Safeguarding Lead.

Regular updates are reported to parents and they are encouraged to praise any improvements in their child's behaviour.

The Learning Mentors and Pastoral Care personnel are responsible for selecting and training playground friends, the OPAL Teams and monitor the day-to-day running of this scheme and overseeing positive playtimes.

### **Ambassadors**

An Ambassador is appointed by the Executive Head and Head of School on the recommendation of other staff. Y5 children are encouraged to apply in the summer term. There will be an assembly to outline the role, followed by the application process and an interview with the Executive Head Teacher, Head of School and a Learning Mentor or Pastoral Care Lead. It is expected that Ambassadors will follow and demonstrate the expectations and standards in every aspect of their school life. They are ambassadors and role models of the school ethos and as such have responsibilities. For example, showing around visitors, potential parents, monitoring the late children, interviewing new staff members and reporting to governors.

### **Peer Mediators**

Mediation is a process where two or more children can resolve an issue with the guidance of a peer mediator. They can resolve low-level conflict between children, mostly during playtimes. They help to encourage the children to be as independent as possible to resolve and learn from any issues that arise.

When appropriate, all staff members can encourage peer mediators to resolve issues. This supportive discussion helps children to take ownership of the problem and teaches them the important social skills of compromise, humility, forgiveness and empathy. Each half term peer mediators are given the opportunity to reflect on their role and receive training from the lead mentor.

### **Nurture (Sebright and Daubeney)**

We recognise that positive relationships are central to learning and wellbeing. As a result, we follow the Six Principles of Nurture. For those children who need additional nurturing support we assess using the Boxall Profile.

#### **Six Principles of Nurture**

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of wellbeing
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning in mainstream class. Nurture Groups take

place at Sebright and Daubeney.

## **Health and Safety**

Health and Safety rules must be known by all staff and children and understood. It is essential that all staff maintain a high regard for health and safety. Rules need to be taught for specific subject areas e.g. PE, games, art and D&T.

## **Uniform**

Sebright and Daubeney have school uniforms.

### **School Uniform:**

- Wears well
- Can contribute to a sense of belonging and community
- Can contribute to a common purpose
- Can make children feel equal to their peers in terms of appearance
- Can foster a feeling of pride
- Is designed with health and safety in mind.
- We ask that all children wear the uniform and encourage them to maintain a good standard of clean and tidy dress in school.
- Jewellery should not be worn as it could present a safety hazard with the exception of small stud earrings and a small watch;
- Headwear must not be worn inside the school - with the exception of religious headwear.

At Lauriston we have had a no-uniform policy for many years and this is an integral part of our identity.

Parents can help children in making sensible clothing choices by guiding them to choose clothes which are practical and do not detract from learning or restrict movement or the playing of sports or other school activities.

They should ensure that:

- Tops should cover shoulders, midriff and back of neck to avoid sunburn;
- Shorts should cover the tops of the leg, about mid-thigh length;
- Jewellery should not be worn as it could present a safety hazard with the exception of small stud earrings and a small watch;
- Headwear must not be worn inside the school - with the exception of religious headwear;
- Shoes should be flat and sandals should have a back/heel strap;
- Make up or nail varnish is not worn to school.

## **The use of reasonable force / [Physical Intervention Policy](#)**

In some extreme cases of inappropriate behaviour, any member of staff may need to physically restrain a pupil for their own or others' safety. On these occasions staff will follow The Use of Reasonable Force Guidance of 2013. If a member of staff does restrain a child, they will need to fill out a restraint form which is kept in the Learning Mentors office. Parents will be informed as soon as possible.

## **Bullying and Intolerance**

A member of SLT deals with all incidents of an intolerant nature. Racial, homophobic, transphobic, religious or other slurs are all recorded onto CPOMS. We do not tolerate bullying or intolerance of any kind in our schools and these incidents are all logged and analysed separately. Support will be given to both the victim

and the perpetrator to ensure that the victim feels safe and the perpetrator understands why the behaviour demonstrated is unacceptable.

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour, including anti-LGBT. This behaviour can also be communicated remotely, through text messages or other mobile phone apps or via the internet etc.

We aim to prevent bullying from happening in school and outside of school, including via cyberbullying, by:

- teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator
- teaching children strategies for prevention, and
- by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff.

The school's Anti-Bullying Procedures (Appendix B) are monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, disciplinary sanctions may be imposed, even in relation to conduct that takes place outside school premises. If a child is found to abuse their Google Classroom privileges, they may lose their access until their behaviour shows they are ready to use this educational tool in the manner expected.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## **Racist Incidents**

Under the Equality Act 2010, schools have a duty to eliminate discrimination against children due to factors including race, which covers skin colour, nationality and ethnic or national origins. A racist incident is any incident which is perceived to be racist by the victim or any other person.

The Blossom Federation have adopted an Anti-Racist Statement which applies to all the work we do.

We will investigate and record all abusive, racist, sexist, homophobic and transphobic incidences.

## **Child on Child Abuse**

Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Unfortunately, child on child abuse can and does happen in a whole range of settings that children attend although this is extremely rare. However, it often goes unseen. It might take place online, for example, or away from the school or setting.

Schools follow the Department for Education, Local Authority Guidance and the principles set out in the statutory guidance '[Keeping children safe in education](#)'. We will always seek advice from multi-agencies if there are concerns.

We expect all staff at a provider to be familiar with this guidance and to apply it. Child on child abuse will never be accepted or dismissed as 'children being children'.

We need to make sure that the children affected are getting the help they need. A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

Of course, if the children involved are in the same class, the school will need to consider carefully whether to separate them while the concerns are being investigated.

## **Suspension (formally referred to as Exclusion – See also [Exclusion Policy](#))**

We do not wish to exclude any child from school but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed, including internal sanctions and the application



of any available support, a suspension may be the final option for the school.

In some cases of inappropriate behavior, we may decide to sanction an internal suspension. This internal suspension could take place in any of our schools for a period of time. The Executive Head teacher will make the decision where an internal suspension takes place. We have the option of facilitating this in our other schools.

We have the option to use an alternative provision for a child, which may be more suitable for their needs. If a child fails to attend the placement, a referral will be made to the Education Welfare Officer.

In the unlikely event of our school having no choice but to permanently suspend a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, we may permanently suspend.

Policy Ratified: Autumn 2023

## **Appendix B Anti-Bullying Procedures Procedural objectives:**

- Create an environment that promotes positive social interaction in all areas of school life.
- Ensure that the anti-bullying message is an integral part of the daily curriculum.
- Encourage children that it is safe to tell and that bullying 'feeds on silence'.
- Help children understand the consequences of their actions.
- Encourage parents to reinforce this message.
- Record all bullying incidents.
- Communicate appropriately with staff and parents concerned.

### **The Senior Leadership Team will:**

- Communicate behaviour expectations in the Home School Agreement and start of year parent meetings
- Reinforce and model the expectations and use the reward system as stated in the Behaviour Policy.
- Use assemblies to raise awareness of anti-bullying and reiterate the message that it will not be tolerated in our school.
- Support staff by following up reported incidences.
- Communicate with parents on a regular basis about how the School prevents and deals with bullying.
- Follow up incidents to check bullying has not started again: two weeks after report and the following half term

### **The Class teachers will:**

- Reinforce and model the school expectations and use the reward system as stated in the Behaviour Policy.
- Provide a weekly forum in class for discussion using Circle Time.
- Timetabled teaching of the PSHE scheme of work
- Report all incidents of bullying by: investigating as soon as possible, recording all details and making sure all statements are taken and informing a member of the Senior Leadership Team.

### **Interventions:**

- Anti-bullying week is held in school every November in order to raise staff, pupil and parent awareness, revisit key messages and show our support for wider work.
- Circle Time provides a weekly forum for discussion around the subjects of bullying, friendship and respect through the SEAL (Social and Emotional Aspects of Learning) materials.
- A range of activities and games are provided during lunchtime play, which are managed by lunchtime supervisors. In addition to ensuring children have opportunity to engage in positive play, activities provide opportunity for staff to teach social skills and reinforce positive behaviour.
- The Playground Friends/Peer Mediators provides members with the opportunity to make a positive contribution to their peers' break-time experiences. Members of these teams look out for children who are left out or upset and then help them find others to play with, or support them to find solutions to their problems.
- Adults working one-to-one with children on a range of intervention or support.