Ellingham VC & Woodton Primary Federation

WHOLE SCHOOL POLICY FOR

Behaviour & Relationships

INCORPORATING Anti Bullying Policy

Date Reviewed:	Agreed by Governors:	Date for Next Review:
September 2026	October 2026	September 2027

Our vision is to love our neighbour, enabling everyone to flourish and to reach their full potential.

RESPECT CHALLENGE INSPIRE RESILIENCE NURTURE ASPIRATION

Introduction

Ellingham CE VC and Woodton Primary Federation is committed to valuing diversity and equality of opportunity. We aim to create and promote an environment where staff, children and parents are treated with kindness and respect and feel able to contribute positively to our community.

In order to achieve this, we expect mutual respect between adults and children and require the highest possible standards of behaviour from everyone. Good behaviour in schools is central to a good education, it needs to be managed well in order to provide an environment which is safe, supportive and calm to ensure the best possible outcomes for everyone involved. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

We have a clear code of conduct for behaviour and follow the Equality Act of 2010, which means that we will not unlawfully discriminate against others because of their sex, race, disability, religion, beliefs or sexual orientation. The Behaviour Management Techniques and Sanctions (referred to below) will therefore be adjusted appropriately for children with special educational needs.

Our behaviour & relationships policy sets out how we aim to achieve and maintain these expectations.

Values Underpinning our Behaviour & Relationships Policy

- We respect everyone and offer friendship and kindness
- We respect the beliefs and rights of others
- We respect the school environment and everything within it including the building and grounds.
- We always behave appropriately, being polite and considerate
- We always tell the truth

As a Federation we reject

- Bullying
- Aggressive behaviour
- Discrimination
- Dishonesty

We believe that by promoting positive learning behaviours and developing good relationships our schools will be purposeful working environments where everyone can achieve their best and feel safe and confident.

We also expect parents, carers and visitors to treat school staff and pupils with respect and that pupils will show equal respect to all adults in school.

Our expectations are continually reinforced throughout the school year in Collective Worships, class-based activities and the daily revisiting of our values and expectations. Each class creates their own display of age and need appropriate

expectations, based upon the Federation expectations which are explicitly referred to during conversations around inappropriate behaviour. Our Federation Expectations are:

Be Kind,
Be Safe,
Be Respectful,
Be Our Best.

Expectations for Behaviour

We have high expectations for all of our pupils and we expect them to:

1. be kind to one another
2. follow the school expectations at all times to ensure our schools are safe and respectful environments
3. refrain from using inappropriate and offensive language in or around school
4. try their best and engage to the best of their ability in every lesson
5. follow instructions from any adult in school

Consistency

In order to support our pupils in achieving these behaviour expectations staff will ensure consistency within their own behaviour and every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority. Staff will:

- regularly remind children of our expectations
- apply strategies that link to high behavioural expectations and build trust with the pupils
- model positive relationships and build strong, lasting relationships
- plan lessons that engage, challenge and meet the needs of all learners
- use positive recognition throughout the lesson
- will speak discretely to those children requiring additional support to manage their behaviour
- refer to our school expectations in all conversations about behaviour
- be calm when going through the steps – prevention before consequences
- always 'follow up' to retain ownership and engage in reflective dialogue with learners
- never ignore or walk past learners who are not following the school expectations
- Praise in Public (PIP) and Reprimand in Private (RIP)

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting choices. At school, ALL staff will work together to ensure that our agreed rewards and sanctions are applied fairly and consistently. Our expectations form the cornerstone of the rewards and consequences system and will be displayed throughout the school. If children follow the expectations they are rewarded; if not, there are appropriate consequences.

Rewards

Our aim is to develop intrinsic motivation in respect to pupils' behaviour. We recognise and reward learners who go 'above and beyond' our expectations. Although there are differing rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those learners who are hardest to reach.

Positive behaviours are rewarded across the school in the following ways;

Verbal Recognition/ Praise	Specific verbal praise and encouragement for effort is given to children using age-appropriate language. e.g. share work with the class (WAGOLLs)
Class based reward systems	Positive noticing is in place in every class as well as physical reward systems which are appropriate to the age of the children.
Visit the Headteacher/ Deputy	Children are sent to a member of the Senior Leadership Team to show good work or to recognise actions that are 'above and beyond' our expectations. This work will be added to a 'wow' board.
House Points (Dojo Points)	Any staff members can give House Points to children for demonstrating positive social behaviours around the school or positive academic endeavours. At the end of each half term the members of the winning house will be rewarded with an additional ten minutes of playtime. Children will have a reward in class.
Friday Celebration Worship	One child from each year group is chosen to receive a 'Star of the Week' certificate for displaying a positive attitude to learning and/or school life, linked to our values.
Headteachers Hot Chocolate Club	Children who are recognised for consistently going above and beyond the school expectations are invited to Mrs Thomas's weekly Hot Chocolate Club.

However, we also recognise the need for consequences when a child is not displaying positive behaviours. These are as follows;

Step	Actions
1 - Redirection	Gentle encouragement, a 'verbal nudge' in the right direction, either a quick reminder about the expected behaviour directed to the whole class or a positive redirection to the child e.g. "name," ready for learning, thank you.
2 - Reminder	A reminder of the expectations - delivered privately wherever possible. Repeat reminder if necessary. De-escalate and decelerate where reasonable and possible. Staff take the initiative to keep things at this stage.
3 – 'Minute of me'	'Turn it around' Redirect the child to the right place giving them up to a minute of positive attention to help them back on track. Talk to the child privately where possible and give the opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class
4 – Situation Break	Redirect the child and give them 2 minutes (time reflective of child's additional needs) to regulate out of the situation, e.g. in the calm corner, outside space, walk to the office for an errand. When the child returns refocus their attention on the task.
5 – Time to Talk	Time to talk is a no-blame conversation where a class-based adult removes the child to a different, nearby location. It addresses the question: 'How can this child return to their class, calm and ready to learn?' This is **not** the time to address the exit from the lesson. Children are supported to regulate their emotions to support their return to class. If there are behavioural incidents on the playground during lunch or play time, the child may be removed from the area for a period of time to allow them to regulate their behaviour.
6 – Restorative & Reflective Conversation	This will take place between the adult and the child, before the end of the day. It is a time to address the behaviours displayed by the child and the consequences of their actions. Consequences are determined by the behaviours shown and the impact that it has had upon the learning of the child and their peers.

If a child does not comply with the school's behaviour expectations, they will engage in a restorative conversation with the adult leading the class during the following breaktime (or before the end of the day). If they have missed a considerable amount of lesson time due to their behaviours, they will be expected to complete any unfinished work at home, the same evening. Teachers will speak to parents/carers, either in person or by phone, in order to communicate an account of the behaviour and the work to be completed.

Staff will record all behaviours that are physically aggressive/racially motivated/ homophobic or the use of abusive language, on a Behaviour Form. Should a child have a particularly difficult day, where they are going back and forth between Steps, then this will also be recorded and shared with parents. Incident forms will be reviewed by Mrs Querelle on a weekly basis (all sheets to be handed in as they are completed) in order to monitor individuals and give additional support as needed. If a child reaches Step 5, the class teacher will use their judgment and knowledge of the child to decide whether to inform their parent/carer at the end of the day either in person or by telephone.

We do not record low level disruption as all behaviours are addressed using the steps above, unless a child is having a particularly difficult day, as detailed above. Any child who is fluctuating between the steps should have the opportunity to speak to a class adult and share any concerns they have which could be affecting their behaviour.

Should a serious incident occur, trained staff will employ physical intervention strategies, in line with Norfolk STEPs, to ensure the pupil, and those around them, remain safe. In the event of Restrictive Physical Intervention being used with a pupil, the Deputy Headteacher and/or Headteacher will be involved and parents informed immediately or by the end of the school day.

In extreme cases, other measures will come into immediate effect in accordance with the Exclusions Policy.

Anti-Bullying

Statement of Intent

As stated in our Behaviour Policy, we are committed to providing a nurturing, friendly and safe environment for all of our pupils and staff in which they can teach and learn. Bullying of any kind is unacceptable and will not be tolerated in our schools. We endeavour to provide an open environment where children can share their worries and know that their concerns will be dealt with efficiently and effectively.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time,** where it is difficult for those being bullied to defend themselves.

Bullying is the use of aggression with the intention of hurting another person. It results in emotional, physical and/or psychological pain and distress to the victim.

Bullying can be (but is not limited to):

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive/aggressive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of the internet, such as: email & internet chat room misuse, threats through social media, text messaging and phone calls. Misuse of associated technology, e.g. camera and video facilities.
Indirect	spreading rumours, excluding someone from social groups

CHILD-ON-CHILD ABUSE (including sexual violence and sexual harassment)

Through training, we ensure that all staff recognise that children are capable of abusing their peers. The Senior Leadership Team and Governors are responsible for ensuring that procedures exist to minimise the risk of child-on-child abuse and consider how allegations will be investigated and dealt with. There is a clear procedure on how victims of child-on-child abuse will be supported.

All staff are aware of child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals.

These issues will be addressed through our school curriculum and Collective Worships throughout the year. All staff are expected to refer to the Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are concerned that a child is being or might have been abused by another child should follow safeguarding and child protection procedures and report to a DSL.

In respect of sexual violence and sexual harassment between children, we take a proactive approach to prevent such incidents from taking place. Throughout our schools, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our pupils in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. into our curriculum in an age-appropriate way for the year groups in school. We also have Relationships Sex and Health Education (RSHE) in the school timetable, in line with DfE guidance and the National Curriculum.

Pupils are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a child will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Robust systems have been established in school for dealing with

safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidence.

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance within Keeping Children Safe In Education (KCSIE) 2025. www.gov.uk/government/publications/keeping-children-safe-in-education--2

No one, child or adult, deserves to be a victim of bullying. Everybody has the right to be treated with respect. We intend that pupils and adults should learn ways of behaving which are in tune with and respect the feelings and rights of others.

Procedures for Preventing Bullying

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who was approached.
- The incident will be reported to the Deputy Headteacher, Headteacher or Senior Teacher.
- The Deputy Headteacher, Headteacher or Senior Teacher will interview all concerned and will record the incident appropriately.
- Class teachers will be kept informed of the discussions with pupils.
- Parents will be kept informed of discussions and actions taken.
- Pupils will be supported to discuss the incident/issues and consider solutions together.

Potential Signs and Symptoms (but not limited to)

If a child:

- Is frightened of walking to or from school
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”

- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "Harmful Sexual Behaviour" (HSB). The term has been widely adopted in child protection and the term is used within our schools. **HSB can occur online and/or face-to-face and can also occur simultaneously or between the two.** HSB, although a type of behaviour, is always considered in a child protection context. Any and all cases of HSB are dealt with by the Headteacher and/or Deputy Headteacher as Designated Safeguarding leads.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

All staff have a good understanding of Harmful Sexual Behaviours to ensure all behaviours are addressed immediately in order to support prevention of further incidents or escalation of harmful sexual behaviours. Staff recognise that children displaying HSB have often experienced their own abuse and trauma and all parties involved are offered appropriate support.

Equal Opportunities

At Ellingham CE VC and Woodton Primary Federation we encourage children to value each other irrespective of race, gender, disability or culture – discrimination in any of these areas is unacceptable in our schools. Staff endeavour to create a happy, caring

and nurturing environment where children respect and appreciate each other as individuals.

Our primary objective is to educate, nurture and prepare our children, whatever their gender, race, origin or ability, to be citizens of the world. We believe that diversity enriches our lives and is to be valued.

ALL forms of discrimination by any person within the schools are to be treated seriously and it is made clear to the offending individuals that such behaviour is unacceptable.

Monitoring, Evaluation and Review.

The schools will review this policy annually (or earlier if necessary) and assess its implementation and effectiveness.

Appendices

A. Incident Reporting Form
B. School Expectations Posters
C. Guide to Dealing with Homophobic/Racist Incidents - Six Step Approach

Appendix A – Behaviour Incident Sheet

Behaviour Incident Report Form

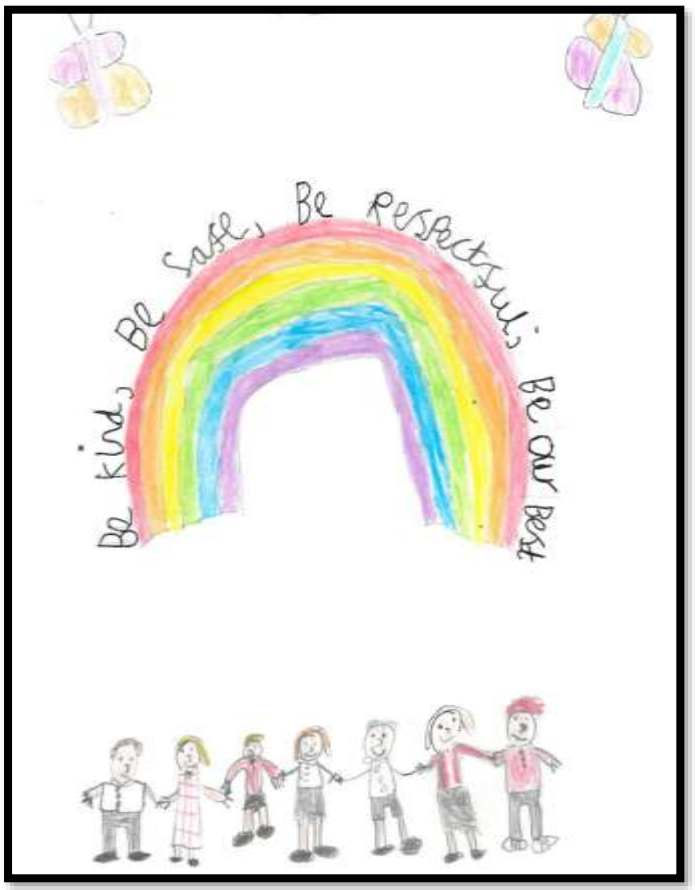
Name: _____ **Year Group:** _____ **Date:** _____

Where and when did the incident take place?
Names of witnesses:
Please give a detailed account of what happened:
Immediate Actions taken: **Restorative Conversation Details:** **Parents Response:** **Signed:** _____ **Position:** _____

Appendix B – Examples of School Expectations Poster







Appendix C

Dealing with Homophobic/Racist Incidents - Six Step Approach

1	The incident is recorded on a Behaviour Form and tagged as a homophobic/racist incident. In addition, the staff member who witnessed the incident must verbally alert a member of the SLT.
2	The child and victim are spoken to separately by the class teacher and/or a member of the SLT to establish what happened.
3	The victim is offered further support/time to talk with a trusted school adult, class teacher or a member of the SLT.
4	The child who made the homophobic/racist comment/action is spoken to by their class teacher and/or a member of the SLT. This will include some bespoke teaching and a restorative approach which will help the child to see how their actions/words made the victim feel and why homophobia/racism is unacceptable.
5	The parents of all children involved are spoken to about the incident and informed of actions that have been taken and any further actions that may be taken to ensure that this doesn't happen again.
6	Any actions taken must be recorded on the original Behaviour Form and reported during the next DSL Meeting.

Example responses to Homophobic/Racist Incidents

Establish Understanding	Do you know what that word means? What do you mean by 'that's so gay!'? What did you mean by saying he kicks like a girl? Do you understand why its wrong/hurtful to use that word?
Explain Meaning Use child-friendly, age appropriate language	Gay/lesbian etc… is a word we use to describe […], not a nasty word to use against people. We don't use gay/lesbian etc… as an insult because it makes people think that being gay/lesbian etc… is something bad.
Use Empathy	How do you think you would feel if someone called you names like that? That language is racist and really hurtful/unkind to me and others. It is really disappointing to hear you using language that makes other people feel bad.
Challenge Directly	You know that that language is absolutely unacceptable. Why are you saying that word? How can a pair of trainers be gay? If you mean rubbish, you should use the word rubbish.
Link to the School Values & Policy	In this school we don't use language like that. We are kind to each other. We are all unique and deserve to be respected/valued/loved by others. We don't pick on people because of the way they look.