Queen Berengaria School

Children are at the heart of all we do

Behaviour and Relationships Policy

Approved by:	DCS	**Date:** 25 August 2023
Last reviewed on:	N/A	
Next review due by:	September 2024	

Contents

1. Overview

We believe that every child has the right to learn, but no child has the right to disrupt the learning of others and that all teachers and support staff have the right to teach and support learners.

Queen Berengaria School has adopted a **Restorative Practice approach** to the development and management of behaviour and relationships. The intent of this policy is to ensure that there is a **clear, fair and developmentally appropriate expectation for children's behaviour**, and a consistent policy to be applied in the event that these standards are not met.

The senior leaders and SGC believe that an effective Behaviour and Relationships Policy **relies on the full involvement of all partners** in the school: teachers, practitioners, staff, parents, governors and children.

The **rules of Queen Berengaria School** are:

- We are kind
- We are safe
- We are proud

The **values of Queen Berengaria School** are:

- Respect
- Responsibility
- Collaboration

Positive behaviour is promoted through recognition and rewards. **Behaviour that falls below standard is managed through a clear 6 stage process**, which culminates in a safe, calm situation where the child has reflected and conducted some form of restorative practice to remedy any hurt or upset caused:

1. **Re-direction / reminder** – gentle encouragement of the desired behaviour.
2. **Warning** – a clear verbal warning that outlines the required behaviour.
3. **'Last chance'** – a 1:1 interaction to provide the child with a final opportunity to engage positively.
4. **'Thinking time'** – an opportunity to calm down, compose themselves and start to consider the situation from a different perspective.
5. **Reflection** – a guided conversation to help the child explore what has happened, who has been affected and how, and what can be done to rectify the situation.
6. **'Repair and restore'** – restorative action undertaken in a meaningful way.

The Behavioural Blueprint for behaviour management is in Appendix 1.

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspensions and exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The policy has been based on extensive educational and psychological research and is line with all current legislative and statutory requirements.

2. Introduction

At Queen Berengaria School, we want our children to be independent, confident communicators who have belief in themselves and an understanding of their place in the world as a global citizen.

We aim to achieve our mission by:

- Being inclusive;
- Maintaining a safe and stimulating learning environment;
- Securing outstanding teaching and learning;
- Working with parents, carers and the wider community.

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour. As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

To us, it is fundamental that:

- every child has the right to learn, but no child has the right to disrupt the learning of others
- teachers and practitioners have the right to teach and support learners.

In order to achieve this, we require a clear policy on expected and accepted behaviours. We believe that a whole school Behaviour and Relationships Policy can only be effective if there is a partnership between all the various groups associated with the day-to-day running of the school.

3. Policy Scope

This policy applies to all staff. Within this policy, behaviour refers to children's responses to their environment, their peers, adults and other living things.

4. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Statutory Framework for the Early Years Foundation Stage

Other key documents used to inform this policy are:

- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

5. Equal Opportunities

Queen Berengaria School is committed to equality of opportunity and to promoting an ethos of dignity, courtesy and respect throughout our school.

Every effort will be made to ensure that a fair and consistent practice, as detailed in this policy, is carried out. We have high expectations of behaviour for all children in our settings appropriate to their age and stage of development.

6. Quality Assurance

The quality of behaviour at Queen Berengaria School will be assured by:

- Senior Leadership ensuring this policy is disseminated and adhered to.
- Monitoring the impact of the policy through collection of pupil voice, learning walks, Parent survey and Peer on Peer observations.
- External quality assurance through the DCS Termly Core Visit Programme.
- Annual review of this policy.

7. Rules

We have three simple rules that can be applied to various situations and are explicitly taught and modelled:

1. We are kind
2. We are safe
3. We are proud

8. School Aims

To provide a safe, calm environment, it is important that we know our children and their behavior, through the formation of strong, mutually respectful relationships. The means to achieve these strong relationships are listed in Appendix B.

9. Roles and Responsibilities

Behaviour Management Lead

The Headteacher is the named person who has overall responsibility for Behaviour Management, has the necessary skills to advise other staff on behavioural issues and knows how to access expert advice if necessary. The Deputy Headteacher is the named Special Education Needs Coordinator.

Collaboration with Parents

We aim to work collaboratively with parents to ensure that children receive consistent messages about how to behave at home and at school. Our policy is available on our school website. We would ask parents to take the time to read these rules and to give them full support.

We appreciate the support parents give to our school and value building a supportive dialogue between home and school to discuss children's learning, welfare and behaviour. We will always inform parents if we have concerns about any aspects of a child's behaviour, usually via the class teacher initially. Parents are always welcome to discuss any queries or concerns with the class teacher or member of the Senior Leadership Team. If we are unable to talk to you immediately, we will make an appointment to meet as soon as possible.

Responsibilities

Responsibilities are listed in Appendix C.

10. Recognition and Rewards

Research tells us that behaviour is a form of communication (see Appendix D). The staff work on promoting positive behaviour in the first instance (see Appendix 6). Appropriate language and techniques are given in Appendix F.

At Queen Berengaria School, we recognise and reward children and staff who go 'above and beyond' our standards in terms of demonstrating our core values, upholding setting rules and displaying positive characters and attitudes. Our staff understand and recognise the use of praise in developing a positive atmosphere in the classroom: it is the key to developing positive relationships, including with those children who are harder to reach.

The following strategies will be used consistently by all adults in the setting. They are designed to ensure that attention is focused on positive choices and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Ways that children may be recognised:

- Verbal recognition - An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child. The value of verbal praise should not be underestimated and be used appropriately and often.
- Non-Verbal recognition e.g. high five or a smile.
- Special responsibility: this can be used to focus a child and help avoid poor behaviour as well as rewarding a child for good behaviour.
- Award of the Queen B's Bees Knees certificate which includes comments from a child's peers as well as their class teacher.
- Positive comment to parent at home time - we keep close contact with our parents. An encouraging note/word to parents is appreciated by child and parent alike.
- Positive note home.

11. Managing Behaviour

Engagement with children is always our primary aim. For the vast majority of our children, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the activity or classroom for a short period of time, but steps will always be followed with care and consideration, taking individual needs into account. Staff at Queen Berengaria School praise the behaviour we want to see and do not focus on undesirable behaviours. All children are given 'take up time' in between steps.

Each step is shown in the table. This includes the strategy and actions that the member of staff should take for each step. Staff understand the importance of the consistent implementation of the six-step approach to managing behaviour so that all children are clear about expectations and actions that will be taken.

		Behaviour Steps
Step	Strategy	Actions
1	Re-direction/Reminder	• Gentle encouragement, a reminder of the right direction. • A reminder of our setting rules. • Repeat reminders if necessary. • De-escalate and distract where reasonable and possible. • Take initiative to keep things at this stage. • Praise will be given if the child is able to model good behaviour as a result of the reminder.
2	Warning	• A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour. • Clearly outline the behaviour you need to see. • Offer alternative strategies to support, e.g. moving spaces, different resources, access to Calm Corner, self-regulation strategies. • The child has the choice to do the right thing. • Children will be reminded of their previous good choices to remind them that they can make good choices. • "Stop, think, …make the right choice." • Praise will be given if the child is able to model good behaviour as a result of the reminder.
3	Last Chance	• Speak to children privately and give them a final opportunity to engage. • Offer a positive choice and refer to previous examples of good choices. • Refer to self-regulation strategies e.g. breathing, grounding techniques, Calm Corner, quiet time, Sensory Circuit. • Use the 30 second script intervention. I can see that you are ……… right now. At QBS, we (refer to school rules – KIND, SAFE, PROUD) Now, you need to … (refer to action to support behaviour e.g. move to a different space, put toy away) Do you remember when you (refer to previous positive choice)? That is who I need to see today. Thank you for listening… (give child take up time) • Praise will be given if the child is able to model good behaviour as a result of the reminder.

4	Thinking Time	- Depending on the situation will depend on how heavily an adult may be involved with this situation. Children must usually be within sight and hearing of staff. - Time out might be a short time away for the activity or classroom e.g. in the Calm Corner or in the garden. - It is a few minutes to calm down, breathe and look at the situation from a different perspective and compose themselves. - Reset expectations and settle back in. - The amount of time away will be dependent on the child, for most children, this is a maximum of five minutes or one minute for every year of their life. However, children experiencing highly dysregulated behaviour or emotions may need longer to calm. - Adult to record incident on MyConcern, the school's safeguarding recording system.
5	Reflection	This might be a quick chat or a more formal discussion. These should happen at the earliest practicable opportunity. These conversations will be adapted to the age and stage of each child's development. Restorative Practice: Five questions is usually enough from the following: **What happened?** - What were you thinking at the time? - What have you thought since? - How did you feel? - How did the make other people feel? **Who has been affected?** **How have they been affected?** **What should we do to put things right?** **How can we do things differently in the future?** Key questions are in bold. Where needed, this is an opportunity for the practitioner to articulate the unacceptable behaviour to the child.
6	Repair and Restore	- Putting away resources. - Working to rebuild something broken. - Apology. - Supported conversation. - Make a card. - Say something kind. Note: Where a child is not able to meaningfully participate in this process, it is the responsibility of the adult to offer an apology and restoration to the child who has been hurt or upset.

Follow Up

- If children have been through this process, then both sets of parents (in the event of a second child being involved in the incident) will receive feedback on the incident.
- If a child has two incidents in a week requiring reflection (step 5), the class teacher must inform parents.
- If a child has three or more incidents in a week, a face-to-face meeting between the teacher and parents will be arranged.
- If a child regularly receives more than three reflections in a week, individual support and arrangements will be made in consultation with parents.

Serious Incidents:

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff (see Appendix G). All serious behaviour matters must be referred immediately to Headteacher. Such incidents could include:

- Physical violence towards other children or staff.
- Behaviour that causes or poses significant damage to property.

12. Restorative Practices

At Queen Berengaria School we use Restorative Practice (see Appendix H) to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. As young children are still developing their ability to self-regulate and recognise the impact their actions can have on others, the adults involved in managing the situation are expected to model empathy and support the repair of the relationship.

Why use a restorative approach?

- To build a safer, happier setting.
- To change behaviour, not punish – punishment doesn't meet the needs of any of those involved.
- To encourage children to take responsibility for their actions.
- To encourage children to feel that they belong.
- To develop empathy.
- To repair harm.
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff use questions to support the restorative process (see 'Reflection' in the 6-point process at section 11). This can be a few simple questions asked soon after the incident or a longer conversation later in the day or a soon as practicable. Comic strips or drawings can be used to support the process.

The child(ren) involved will agree on the next steps with a member of staff. Children will not be made to apologise if the sentiment is not real, however the injured/upset child will always be offered an apology by the adult supporting the situation, who will take responsibility for issuing the apology to the victim and modelling the process for the children. Phrases that may be used include:

"I am so sorry that this has happened to you. It is not ok that this has happened, and we will work hard to make sure this doesn't happen again."

"We feel better, and they feel better when we say sorry and do something nice to make them feel better. What could we do?"

13. Bullying

Bullying is defined as behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally [NSPCC 2022]. 'Bullying' is an incredibly powerful word and is not to be used lightly by any adult.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school aims to identify and deal with the underlying causes of the behaviours of children, and will use the term 'bullying' with extreme caution, and backed up a record (on MyConcern) of instances and behavioural trends.

Further information on the theory behind this approach is at Appendix I

14. Exclusions

Suspension

Queen Berengaria School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve the full potential, they must feel safe in school. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend a child for a fixed period.

Following a suspension, the pupil and parents will meet with the Headteacher to discuss re-integration into the school and the best way forward to support the child. Each day is a new day and a child will be welcomed and treated without any resentment when they return.

Exclusion

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Queen Berengaria School follows the MOD Exclusion policy and procedure.

15. Risk Management

There are times when children present with additional needs within the setting that go above and beyond the scope of this policy. When this is the case, staff will work with families and external agencies to ensure that a bespoke approach is identified. This will include creating a unique risk management plan that identifies the skills and strategies the child needs to learn to move their behaviour on.

Additionally, the plan will identify the de-escalation techniques and approaches to be implemented when supporting the individual. All staff will be made aware of emergency responses in the event of extreme dysregulated behaviour.

16. Language

At Queen Berengaria School, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes don't/can't make the right choices or behave in response to physical changes in the brain's chemistry, which lead to dysregulated behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language.

17. Learning Environment and Resources

At Queen Berengaria School, we recognise that many children may need some additional support while developing their ability to regulate their behaviour and emotions independently.

With this in mind, there are a number of resources available that may be used:

- Self-Regulation Station – e.g. Calm Corner/Tent.
- Sensory resources – fidget toys, blankets, cushions, soft toys.
- Wellbeing and Emotional Literacy Support – delivered by our trained WELSA practitioners.
- Classroom Worry Box – monitored by class teachers
- Jigsaw PSHE.
- Wide range of children's books with a focus on feelings and social situations.

18. Monitoring and Evaluation

The quality of behaviour management secured by this policy will be monitored, evaluated and resourced through:

- Observed behaviour in and around school by all staff on a daily basis.
- Regular scrutiny of recorded incidents (MyConcern) looking for patterns (including when, where, who and what).
- Informal feedback from parents, pupils, staff and visitors to the school.
- Observing behaviour as part of learning walks.
- Feedback to SGC during termly meetings and as part of the termly Headteacher's report.
- Follow-up actions recorded (including referrals to SENCO, discussions and advice for class teachers).
- The SGC will support in monitoring the outcomes of the Behaviour Policy

19. References

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20. Links to Other Policies

Queen Berengaria School Behaviour Blueprint

Visible Adult Consistencies

Meet and greet

Calm and caring

Focus on positives

Our Rules

Kind

Safe

Proud

Over and Above

Values

Attitude

Effort

Initiative

Relentless Routines

Wonderful Walking   Legendary Lining Up   Smooth Transitions

Behaviour Management Steps

1. Re-direction/Reminder
Encouragement and reminder of the right choice. Non-verbal cues
2. Warning
Outlining behaviour and consequences.
"Stop, think, make the right choice"
3. Last Chance
See microscript
4. Thinking Time
Chance to calm down, breathe and think about next steps.
5&6. Repair and Restore
Restorative conversation

Microscript

I can see that you are ...right now.
At QBS we (refer to school rules – KIND, SAFE, PROUD)
Now, you need to ... (refer to action to support behaviour e.g. move to a different space, put something away)
Do you remember when you (refer to previous positive choice)?
That is who I need to see today.
Thank you for listening...(give child take up time)

Restorative Conversation
- What happened?
- What were you thinking?
- How do you feel?
- Who was involved?
- How have they been affected?
- How do they feel?
- What should we do to put things right?
- How can we do things differently next time?

At Queen Berengaria School, all members of our community will work together so that:

- We secure outstanding behaviour to support and enable outstanding teaching, learning and progress for all children.
- We provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- We foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- We provide a safe, respectful, equitable and happy school ethos where learning opportunities and interactions are maximised.
- We give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- We ensure that all children are treated fairly and shown respect and to promote good relationships.
- We help children to develop their self-regulation skills in order to take control over their behaviour and be responsible for the consequences of it.
- We encourage children to respect the rights and beliefs of others.
- We promote good citizenship and develop children's understanding of Fundamental British Values.
- We support and develop children's communication skills so that they are able to label their feelings and have the language tools needed to negotiate and resolve conflict.
- We model appropriate language in all interactions.
- We encourage and praise children's character, effort and motivation and those who have gone 'above and beyond'.

We actively encourage good behaviour and try and reverse persistent inappropriate behaviour through restorative conversations and modelling positive behaviour

Responsibilities of every adult

We expect every adult to:

- Meet and greet every child.
- Refer to our setting rules.
- Model positive behaviours and build relationships.
- Recognise and acknowledge positive behaviour.
- Be calm and give 'take up time' when going through the steps and support and develop the use of preventions rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue.
- Never ignore or walk past poor behaviour.

Responsibilities of the SGC

Our SGC agree, support, monitor and review the setting policy on behaviour.

In particular they:

- keep themselves informed through regular meetings with staff and visits to the setting.
- ensure that the policy is regularly reviewed and conforms to relevant law and guidance.
- will work with the Headteacher, ensuring that the quality of behaviour management is accounted for.
- will work with the Headteacher to ensure that the Behaviour Policy and other policies that link to it are upheld and suitably resourced.

Responsibilities of the Headteacher

- To ensure that the policy is consistently implemented across the school.
- To ensure that where appropriate feedback has been provided to parents by the class teacher.
- To ensure that the policy is a key part of induction for all new staff, parents, students and volunteers.
- To make recommendations to the team and SGC about any necessary amendments.
- To ensure staff receive appropriate training and support.
- To ensure adequate staff supervision, particularly if staff have to support extremely challenging children.
- To be a visible presence around the setting.
- To celebrate staff and learners whose effort goes over and above expectations.
- The Headteacher is responsible for reviewing and approving this behaviour policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Responsibilities of Staff

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on MyConcern.
- To ensure that where appropriate feedback has been provided to parents.
- The senior leadership team will support staff in responding to behaviour incidents.

Responsibilities of Parents

- To keep the setting informed about concerns, problems or family circumstances which may affect their child's behaviour or well-being.
- To work with staff to plan and implement behaviour support plans when necessary.

Responsibilities of Students and Volunteers

- To follow the policy and guidance.
- To request support and advice where necessary.

Behaviour is an attempt to meet a need. As well as looking at the communicative function of behaviours, it is important to be aware of the needs the pupil is meeting by their actions.'

Rachel Thynne

'Children's behaviour is not good or bad. It is just how they show us their emotional and developmental needs.'

Evans 2018

The development of personal, social and emotional skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour.
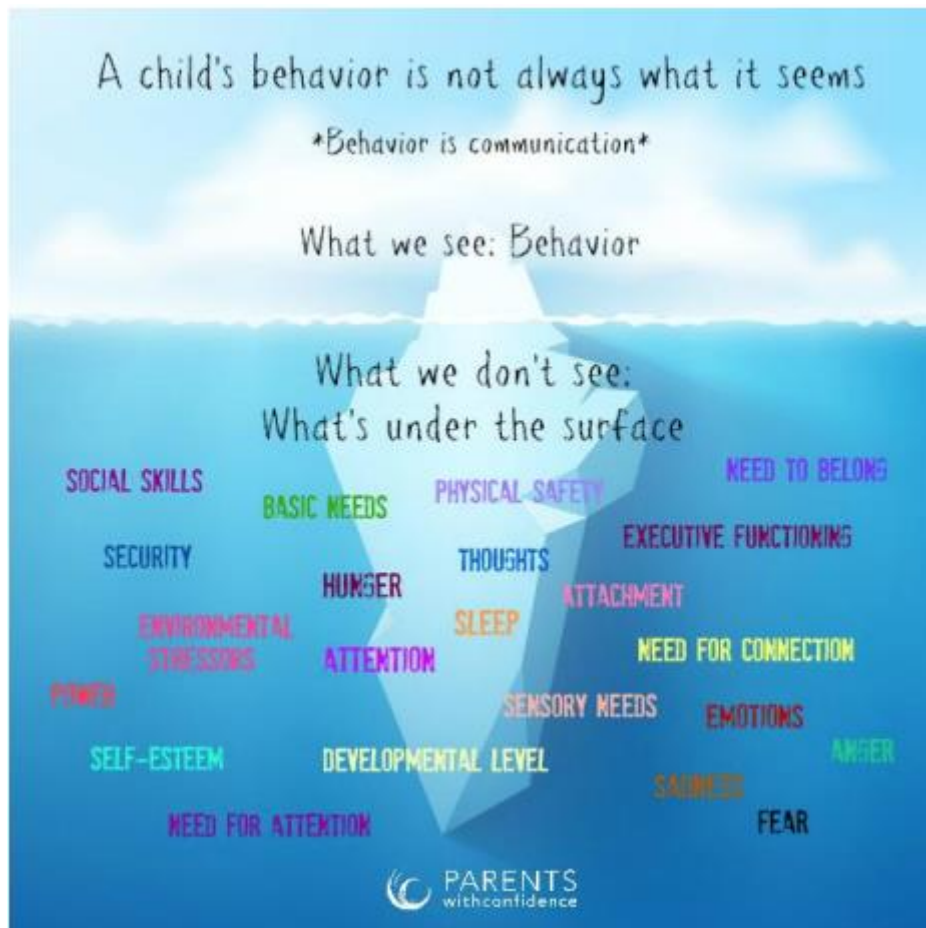
'Relationship and connection are of fundamental importance in understanding the person behind their behaviours, supporting empathically and giving pupils the skills needed to regulate their emotions and communicate their needs more effectively'

Rachel Thynne

We help children look after themselves by:

- Praising them: focusing on the positive things they do.
- Helping them to recognise their feelings and express themselves in an acceptable way.
- Encouraging them to ask for help from peers as well as adults.
- Encouraging their attempts and identifying their knowledge and skills with a view to planning for their interests.
- Building their independence through self-help skills.
- Encouraging them to see the good in others.
- Encouraging them to learn from each other.

We help children to care about others by:

- Using conflict resolution strategies and keeping calm.
- Modelling appropriate behaviour.
- Working on and reinforcing the understanding of feelings, e.g. in circle time.
- Naming and making feelings clear including the consequences of their actions: reflecting back to children.
- Being aware of the power of language, i.e. not being confrontational or negative.
- Boosting self-esteem.
- Giving time to listen and help them to acknowledge their responses sensitively.
- Facilitating restorative conversations and practices.

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy).
- Encouraging children to wait their turn.
- Talking one at a time: listening to each other without interrupting when someone is already speaking.
- Giving children clear messages and setting an example.
- Using table manners when eating snack or lunch.

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately.
- Teaching them about health and safety.
- Encouraging them to help mend broken toys and equipment.
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the equipment, bikes, toys etc.
- Reminding them to tell us about breakages.
- Looking after the equipment ourselves and therefore modelling it.

We help children to care about the environment by:

- Making it as attractive as possible.
- Cleaning tables.

- Tidying up together.
- Displaying children's work.
- Picking up rubbish.
- Providing labelled storage.
- Looking after plants and creatures both indoors and out.
- Explaining proper care and use of areas (painting area, home corner, sand pit etc.)
- Noticing, acknowledging and praising careful handling and modelling it.
- Sharing responsibility.
- Being aware of waste and minimising this were possible e.g. snack, creative area

Giving Specific Praise

Comment on a behaviour

You…

Ate all your dinner..	Tidied your toys!	Shared with your sister
Sat really well..	Cleaned your teeth	Said 'Thank you'!
Waited so quietly!	Remembered your bag..	Took turns in the game

Give it a label…..

That was really…

Helpful	Grown up	Kind
Patient	Thoughtful	Brave
Sensible	Friendly	Confident
Determined	Hardworking	Good thinking
Careful	Polite	Funny

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Rewarding Language

Making Praise Powerful!

	Why?	Instead of:	You could try:
Make praise **SPECIFIC**	Children often dismiss general praise such as "great job!" but praise that is linked to specific behaviour is more meaningful and is more likely to be believed.	That is a fabulous picture!	I really like the way you have drawn the eyes...
Make praise **DESCRIPTIVE**	Attaching a positive description to the praise gives them a positive label for themselves – it builds self-esteem!	What a good boy!	That was very kind!
Make Praise **REALISTIC**	Praise that is too excessive actually makes children more cautious and less likely to risk failure because they are anxious about falling below the high standard they have been set.	You must be the BEST violin player in your whole school!	I can hear how much you have practised – it sounds much better!
Praise **EFFORT** more than achievement	There are many steps on the way to mastering a skill. Praising perseverance and effort on the way to mastery encourages children to value the process of learning and to persevere next time.	Spelling is easy for you – I knew you would get them all right!	I was so proud that you didn't give up even though it was tricky!
Only praise what they can **CHANGE**	Praising children for things they have no control over such as appearance or intelligence can actually demotivate children. You can't try harder at things you can't change ☺	You are SO clever!	That was really good thinking...

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Using positive instructions

Instead of telling them what you DON'T want them to do...

Stop running!	You mustn't kick!	Don't spill that drink!
Don't eat all the crisps..	Don't talk so quietly..	Don't write it so big..
Stop Shouting out!	Stop looking at your phone..	Don't drop that plate!

Tell them what you DO want them to do!

Show me that careful walking..	Keep your feet still....	Show me how carefully you can hold that drink!
Share those crisps with your friends	I need to hear your big voice!	Can you do your small writing?
I can choose you when you are quiet ☺	I need you to look at me...	Keep holding it just like that!

Child on Child Incident

While we never condone violence or physical interactions to solve problems, our children are still learning the skills they need to be able to solve problems in social situations. When these events occur, it is always upsetting for all parties involved. This flow chart explains what will happen when these situations occur.

Incident occurs between two pupils, during which one child has hurt another child.

Children are separated to allow adults to support the child who has been hurt and to help both children to calm down and receive the support they need. A first-hand account will be collected from both children once they are calm.

Follow steps identified in the Behaviour Blueprint.

Remind child of the rule they broke – explore Restorative Justice questions, if appropriate. Support children in repairing their relationship. If this process is unsuccessful in the moment, the adult managing the situation is responsible for offering an apology and justice to the injured child.

Accident/Incident form completed for the injured child.

Account of incident uploaded to MyConcern indicating each child. Both children's parents informed at the end of the school day and provided with an overview of how the situation was managed.

Developing Relationships

Building Relationships:
Developing safety, security and trust through protection, connection, understanding and care

Supporting Inclusion:
Facilitating access to learning, ensuring social inclusion and developing individual skills

Setting Boundaries:
Reaching agreements and building a shared understanding of expectations. Establishing clear processes for resolving difficulties

Repairing & Restoring

Resolving Conflict:
Everyday restorative interactions to resolve minor conflict and disagreements and create a shared understanding

Repairing Harm:
Restorative encounters to discuss the breaking of agreements, the impact (consequences) on others and to restore relationships

Supporting Change:
What additional support / action is needed?

Responding & Calming

Keeping Calm:
Using everyday interactions to maintain relationships and agreements and promote a calm and supportive learning environment

Regulating Emotions:
Using key relational skills to regulate strong emotions and calm behaviour

Managing Crisis:
Having clear plans to ensure safety and support

Babcock and Devon County Council 2020

Bullying is a behaviour that both parents and staff worry about. Therefore, it is important that staff are diligent in following this policy and recording behaviour incidents in MyConcern, so that patterns and trends in behaviour can be closely monitored.

Children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with.

Unless addressed early, pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life and as such this is not a word likely to be used in Queen Berengaria School, in most cases.

Types of Bullying

Further information can be found at https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#what

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites