



*Inspiring All to Excellence*

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## **Garden Village Primary Academy**

# **Relational and Restorative Behaviour Policy (Including Anti-Bullying)**

## Document Control

Policy Title	Relational and Restorative Behaviour Policy (Including Anti-Bullying)
Effective Date	February 2025
Policy Owner	Garden Village Primary Academy
Policy Approver	Local Governing Board

## Version Control

Version	Date	Amended by	Comments
1	Summer 2024		New Policy
2	February 2025	SB	Behaviour and Relationship Policy merged with Anti-Bullying Policy.
3	Summer 2025	SB	See changes below.

Section	Changes Made
page 11-12	June 2025 Removal of house-point system. Replacement with token collecting system.

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## Garden Village's Approach to Behaviour – the Purpose

Garden Village Primary Academy is committed to creating an environment of exemplary behaviour where all children learn and thrive in a safe, calm, and supportive environment. Our children are taught how to behave well and appropriately; everyone is expected to display the highest standards of personal conduct and to accept responsibility for their behaviour.

At Garden Village Primary Academy, we have a positive and inclusive approach to managing and promoting behaviour that is underpinned by the legislation and advice from the Department for Education (February 2024). Garden Village Primary Academy Behaviour Policy will exemplify:

- ✓ High expectations of pupils' conduct and behaviour that are understood by all staff and pupils and applied consistently.
- ✓ Visible school leaders who consistently support all staff in managing pupil behaviour.
- ✓ Implement targeted interventions, when required, to improve pupil behaviour and provide support to all pupils to help them meet behaviour standards.
- ✓ Make reasonable adjustments for pupils with a disability.
- ✓ Ensure that pupil behaviour does not disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- ✓ The school community is a positive and safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- ✓ Incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively; everyone is treated with respect.

'Soaring to Excellence' is the vision at Garden Village Primary Academy. Excellence in pupil behaviour in school is central to excellence in education for all. As an inclusive school, we are also committed to providing equal opportunities for all. Furthermore, aligned to this policy is the quintessential Safeguarding knowledge, roles, and responsibilities for every staff member. All staff at Garden Village have completed the statutory Level 1 Safeguarding training as a minimum and possess knowledge about their responsibilities from Part 1 of Keeping Children Safe in Education.

## Aims

Our aim at Garden Village Primary Academy is to:

- create a positive culture that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe, and supportive environment.
- establish a whole-school approach to maintaining high standards of behaviour that reflect the virtues and values of the school.
- to be clear and avoid any misunderstanding through outlining the expectations and consequences of behaviour.
- provide a consistent approach to behaviour management that is applied equally to all pupils.

- define and make clear what we consider to be unacceptable behaviour, including bullying and discrimination.

## **Leadership and Management**

All children, parents/carers, staff, and leaders are responsible for ensuring this policy is implemented, consistently modelled, and fairly applied through the school.

School leaders are responsible for ensuring that all staff understand the behavioural expectations and importance to maintain them. As a new school, the Headteacher is responsible for the induction of new staff to ensure the school's behaviour culture, the rules, and routines for all children, regardless of need, are met.

All staff have a responsibility to provide a high-quality learning environment which nurtures a positive ethos and atmosphere for learning, fostering curiosity and capitalising on unique talents.

## **The Local Governing Committee**

The Local Governing Committee is responsible for monitoring:

- The behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- Establishing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- Supporting the Academy's leaders in adhering to these guidelines including legal duties as set out under the Equality Act 2021, and alongside Safeguarding processes and supporting pupils with special educational needs.
- The rate of exclusions, and to ensure that the academy policy is administered fairly and consistently. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. All exclusions are reported to governors.

The LGC will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide for Academies,' and that no child is treated unfairly because of race or ethnic background.

## **The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Supporting staff in responding to any behaviour incidents.

## Teachers and Staff

Teachers and Academy staff responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of individual pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

## Parents and Carers

Parents and carers are responsible for:

- Getting to know the school's behaviour policy and reinforcing it at home where appropriate.
- Supporting their child in adhering to the school's behaviour policy.
- Taking part in the life of the school and its culture.
- Informing the school of any changes in circumstances that may affect their child's behaviour; we aim to build a supportive dialogue between the home and the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the academy is required to escalate within the Behaviour System, we expect parents and carers to support the actions of the academy.

- Discussing any behavioural concerns with their child's class teacher promptly.
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school. If the concern remains, they should contact the Headteacher and if deemed necessary, the academy governors. Furthermore, parents and carers should refer to and utilise the Fierte Multi-Academy Trust Complaints Policy.

Parents can support by:

- Recognising that an effective behaviour and relationship policy requires close partnership between parents, staff, and children.
- Modelling high standards of behaviour with children reinforcing the Golden Virtues.
- Discussing the rules with their child, emphasising their support of them, and assisting, when possible, with their enforcement.
- Attending Parents' evenings/open days, parents' functions and by developing informal contacts with the academy.
- Knowing that learning and teaching cannot take place without the firm foundations of strong relationships and clear expectations of behaviour.
- Sharing relevant information with staff about situations at home which may contribute to behaviour issues.
- Remembering that staff deal with behaviour issues patiently and positively.
- Discussing any concerns regarding their child with the class teacher as soon as they become aware of them ensuring that any issues can be dealt with immediately.
- Being open to suggestions or tackling challenging pupil behaviour through appropriate external support agencies advice.

*Garden Village Primary Academy will endeavour to build a positive relationship with all parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle any behavioural issues that may arise.*

## **Pupils**

Pupils are responsible for:

- Learning the expected standard of behaviour which will be displayed around school.
- Knowing they have a duty to follow the behaviour policy.
- Learning our school's key rules and routines.
- Earning rewards for meeting the behaviour expectations.
- Accepting the consequences faced if they don't meet the expectations.
- Using the pastoral support available to them to help them meet the behavioural expectations.

*Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.*

## Pupils Conduct Outside of Academy Gates

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to *or* from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Sanctions will only be given out of school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

In all cases of challenging behaviour, the teacher can only discipline the pupil on academy grounds or elsewhere when the pupil is under the lawful control of the staff member.

## Safeguarding

At Garden Village Primary Academy, we recognise changes in behaviour may be an indicator that a pupil needs help or protection.


We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

*Please refer to our child Protection and Safeguarding policy for more information.*

## School Systems and Norms

The children at Garden Village Primary Academy will follow the Golden Virtues which are derived from the Character Education framework guidance (2019):

- **Respect** - We will listen to and show respect to ALL in school.
- **Kindness** - We will have kind hands, kind feet and kind words to all.
- **Courtesy** - We will walk sensibly and quietly around school showing politeness to others.
- **Determination** – We will be determined to be the best learners and the best friends we can be. 

- **Care** - We will care for our classroom, our school, and our local community.

Our children will explicitly be taught the character values and behaviour in a variety of ways:

- Through Personal, Social, Health, and Economic Education (linked to the Kapow PSHE scheme of work).
- Through Religious Education (RE) when studying beliefs that impact on character and virtue.
- In class time using the Character Education Framework.
- Through assemblies – bringing the whole school together to explore character and virtue through a shared language.
- Daily interactions and reminders.

## The Teaching and Modelling of Behaviour

Garden Village Primary Academy staff create and sustain a calm environment where positive behaviours are promoted by proactively supporting pupils to behave appropriately.

- Pupils are taught explicitly what good behaviour looks like.
- Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this is identified, and support implemented as soon as possible to avoid misbehaviour occurring in the first place.
- When pupils do misbehave, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment.
- All adults respond to misbehaviour consistently and fairly.
- There is a balance between challenge and support:

Challenge	Support
set limits	nurture
set boundaries	encourage
have expectations	be compassionate
have discipline	have empathy
have consequences	listen
have sanctions	love

At Garden Village, our practice is collaborative, restorative, and relational.

This approach sets the expectation that pupils will:

- ✓ Behave in an orderly and self-controlled way.
- ✓ Show respect to members of staff and each other.
- ✓ In class, act to make it possible for all pupils to learn.

- ✓ Move quietly around the school.
- ✓ Treat the school buildings and school property with respect.
- ✓ Always wear the correct uniform.

All staff will remind children of the virtues daily; they will be displayed in the classrooms and throughout the school. The whole curriculum will promote good learning behaviours and all staff and children are expected to model all positive behaviours during every part of the school day and beyond.

## Responding to Behaviour

### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum, school rules, and classroom promises.
- Develop a positive relationship with pupils, which can include:
  - greeting pupils in the morning/at the start of lessons
  - establishing clear routines
  - communicating expectations of behaviour in ways other than verbally
  - highlighting and promoting good behaviour (praise in public)
  - concluding the day positively and starting the next day afresh
  - having a plan for dealing with low-level disruption
  - using positive reinforcement e.g. praise when being a positive role model.

The children are reminded of our school expectations daily and there are many systems in place to encourage the children to keep these and to reward them when they have. Children will be rewarded for following these behaviours. At the end of every lesson, a Star Learner will be identified, rewarded with a Garden Village Star Learner Sticker, and praised in front of their peers. Praise will be rewarded for demonstrating one of the key character virtues:

- Care
- Helpfulness
- Cooperation
- Courage
- Kindness
- Cleanliness
- Fairness
- Friendliness
- Patience
- Respect
- Courtesy
- Forgiveness
- Determination

- Self-Discipline
- Gratitude
- Honesty

Garden Village parents, staff and children will strengthen an ethos of respect and safety where all members of the school community feel valued and considered.

During teaching and learning, staff will seek opportunities to model regulation of emotions, suggest coping strategies, maximise opportunities to develop social and emotional skills for example, during playtimes, lunchtimes or learning times.

Every classroom will have a designated Calm Area where there will be provision to support a child to manage their emotions (books, calming strategies, fidget toys or worry monsters). On arrival to school, staff will ensure that every child is welcomed in a positive, personalised manner.

When a child is experiencing difficulty, from the earliest onset, a child will be encouraged to independently self-direct or through teacher suggestions consider spending some time in the Calm Area. This will not be directed as a punishment or sanction. The Golden Virtues are the thread that frames this approach. Children will know the virtues, be able to express their understanding and demonstration of the virtues will result in praise, citizenship awards and a sense of personal accomplishment; valued by all.

## **Responding to Good Behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. At Garden Village we will use the house point system. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

The biggest shift in classroom culture comes with recognition that is focused on effort and applies equally to each child.

## **Pupil Positive Behaviour Recognition**

At Garden Village, in EYFS (Early Years Foundation Stage), Key Stage 1 and Key Stage 2 (as the school grows), we use praise, positive reinforcement, and public recognition for good behaviour and encourage children to internalise the values of respect and responsibility for following the Golden Virtues and hard work in school. The children at Garden Village Primary Academy through the weekly teaching of Character Education are taught to foster intrinsic motivation, where students behave well because they see the value in it. From Key Stage One, the children will nominate a chosen charity (up to three as a maximum) and children will be rewarded with tokens to offer support for their choice. Every week, this

will be counted and shared with the children. At the end of each term, the winning charity will have a special fund-raising event and donations to such will be made.

Pupils will also be actively encouraged to take part in pupil support systems where applicable including peer mentoring or behaviour interventions.

## **Merit Awards**

Monthly, whole school Family Assemblies are held when every child is rewarded and celebrated for a virtue from that half-term that they are consistently demonstrating. Certificates are presented for every child during the family celebration assembly which two parents or family friends are invited to join.

## **Headteacher Awards**

Children can also gain rewards from the Headteacher. Class teachers choose children to visit the Headteacher to show good learning and exceptional behaviour or attitudes to learning; during the year, children can achieve bronze, silver, and gold awards.

## **Responding to Misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. At Garden Village we will speak to the child away from their peers and use a restorative conversation to reinstate support reinstating the former positive relationship.

Staff endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and responding in a consistent, fair, and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques are used to prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

If required, external support agencies advice will be sought to support challenging pupil behaviour.

## **The Behaviour System – the escalated response to inappropriate behaviour**

If children are not displaying the expected behaviours or values, the child will be expected to think about / reflect on their emotions in the Calm Area.



A conversation with the teacher and child will follow the use of the Calm Area reflecting on the experience and an opportunity to label and discuss the emotions and if applicable the inappropriate behaviour.



If inappropriate behaviour persists, the process of using the Calm Area will be repeated. Some children may need repeated reflection time and will be encouraged to do so to manage their emotions and co-regulate alongside the teacher or another suitable adult.



Any child-on-child inappropriate behaviour (bullying, racism or homophobic) will be resolved with the support of an adult by using a restorative and reflective approach that discusses the impact on the victim as well as the perpetrator. All incidents will be recorded on the new Arbor by the Headteacher to establish patterns, trends, and further steps. Contact with parents (of victim and perpetrator) by the DSL or DDSL may also be required. Any additional whole class follow up will be considered e.g., circle time, whole class discussions or assembly.



The child starts afresh each day.

### **Responding to unsafe inappropriate behaviour**

Where inappropriate behaviour is deemed unsafe (to the child or others) the behaviour system outlined above will not be appropriate. Instead, an Individual Behaviour Management Plan will be used based upon strategies from the child's Individual Target Setting Plan. A meeting with parents will be arranged with the class teacher to consider next steps e.g., external support service involvement e.g., Malachi or Early Help or internal support services e.g., Wellbeing Lead or Hope. The Headteacher will support the school by monitoring behaviour on Arbor. Monitoring the use of support will be ongoing.

### **Suspension and permanent exclusion**

Suspension and exclusion are defined as:

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Exclusion is avoided where possible and utilised only as a last resort when other agreed strategies have been unsuccessful. The only exception to this is when a child has put themselves and other pupils at risk.

The decision to exclude a pupil will be taken only in response to serious or persistent breaches of the school's Behaviour and Relationship Policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others.

All exclusions will be addressed on an individual basis by the Headteacher, and a meeting will take place with parents. The relevant authorities in the LA will also be contacted following the SCC Procedure.

The school follows the DfE Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

### **Restorative Conversations (Appendix 1)**

Staff can use the script for restorative conversations/emotion coaching techniques. These can be framed around questions outlined below:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- How do you feel? How may they feel?
- What has been the hardest thing for you?
- What could we do to put things right?
- How can we learn from choices today to prevent this happening in the future?

### **Consequences**

Consequences are feedback to pupils on how well they have behaved:

- Norms, routines, and well-taught behaviours are not enough for everyone.
- To generate intrinsic motivation, we often need extrinsic stimuli, e.g., consequences.
- Consequences teach us that our actions matter.
- We use consequences to:
  - encourage (attach a reward to a desired behaviour for example)
  - discourage (attaching a sanction to the action to deter future misbehaviour).

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items may include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco items
- vapes
- fireworks
- indecent images - print or electronic
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline (*this includes mobile phones under the mobile phone policy*). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a Pupil

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. *Please refer to the appendices which include a summary of the latest DfE guidance.*

## Screening

Garden Village Primary Academy does not screen pupils on entry to school.

## Misbehaviour Online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## Suspected Criminal Behaviour

The age of criminal responsibility in England and Wales is 10 years old. A child under 10 cannot be arrested or charged with a crime.

If a pupil *is* suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## Serious Sanctions

### *Detentions*

Teachers or Teaching Assistants can issue short-term *detentions* at break or lunch. The school will inform the pupils' parents.

Teachers must consult with Senior Leaders if consecutive detentions are given. The pupil's parents will be informed.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment
- Prevent the pupil from getting home safely.

- Interrupt the pupil's caring responsibilities.

### *Removal from Classrooms*

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by the Headteacher and should be returned as soon as possible and no later than the next day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral support.
- Use of teaching assistant
- Short-term behaviour report cards.
- Longer-term behaviour plan.
- Pupil support unit.
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## **Responding to Misbehaviour from Pupils with SEND**

### *Recognising the Impact of SEND on Behaviour*

Garden Village Primary Academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

At Garden Village Primary Academy, we try to anticipate and remove triggers for misbehaviour using reasonable adjustments, such as:

- Short, planned movement breaks for a pupil with SEND who finds sitting still too long difficult.
- Adjusting seating plans to allow pupils with visual or auditory impairment to sit in sight of the teacher, the board, or key resources.
- Adjusting uniform requirements for a pupil with sensory issues or severe eczema.
- Training all staff to understand conditions such as autism.
- Use of 'safe spaces' (such as sensory zones or nurture rooms) where pupils can regulate their emotions during sensory overload.
- If necessary, a personal risk assessment including a behaviour plan will be implemented.

## **Adapting Sanctions for Pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## Considering Whether a Pupil Displaying Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## Pupils with an Education, Health, and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. [Staffordshire Education, Health, and Care Hub](#)

## Supporting All Pupils Following a Sanction

### *Resolve and Reset*

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These can include:

- Reintegration meetings
- Daily contact with a pastoral leader
- Short-term report cards
- Personalised behaviour plans
- Support from external agencies.

## Transition

### Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing Outgoing Pupils

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Garden Village's virtues and Character Education curriculum.
- Garden Village's rules, rituals, and expectations.
- Our Behaviour Management approach.
- How SEND and mental health impact behaviour.
- The specific needs of pupils at Garden Village Primary Academy.
- The proper use of restraint.

## Monitoring

### Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion, and suspension.
- Use of pupil support units off-site directions.
- Incidents of confiscation and searches.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school's behaviour culture.

The data will be analysed from a variety of perspectives including:

- At school level.
- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

At Garden Village Primary Academy, all misbehaviour is recorded on Arbor and analysed weekly by the Headteacher. The Headteacher provides the governing board with termly reports, including headline behaviour data. This will also be available to the Trust Executive Team and reported to the Trust Board in their monthly meetings.

# **Anti-Bullying**

## **Introduction**

At Garden Village Primary Academy, we take a strong stance to eliminate bullying. At our school, staff, families and children work together to create a warm, friendly and caring learning environment. Bullying, either, verbal, physical, on-line, or indirect will not be tolerated. Our ethos, values and character education philosophy are at the heart of our every interaction which supports in building strong and positive relationships and reducing bullying. It is everyone's responsibility to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

The following principles are at the heart of our approach:

- Bullying is unacceptable behaviour.
- There are no excuses for bullying.
- Bullying is never the victim's fault.
- Nobody deserves to be bullied.
- All children and young people can be supported to learn new behaviours.
- The pupil who sometimes bullies will find new pro-social ways of behaving.
- Victims of bullying can be helped to become more confident.
- All forms of bullying are equally unacceptable.
- A whole school approach is needed to eliminate bullying with everyone working together to establish a safe emotional and physical environment.
- A curriculum intervention alone will not bring about change.
- Schools should create a 'telling environment'.
- Every member of the school community must expect that bullying will be reported, and that it is safe to tell.
- Once a report has been made this must be acted on, in the way outlined in the school policy.

*Schools and the law:* By law, schools must have policies in place that include measures to prevent all forms of bullying among pupils.

## **Anti-Discrimination Law**

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment, and victimisation within the school. This applies to all schools in England.

## **School Reporting Bullying**

School staff will deal with bullying in different ways, depending on how serious the bullying is and in accordance with this policy.

School leaders might deal with it in school, for example by disciplining bullies, or they might report it to the police or social services if the severity of bullying is beyond normal school experiences.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

## What is the definition of bullying?

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile telephone devices or online (for example email, social networks, and instant messenger)

## In addition:

- Bullying is when one or more pupils systematically and repeatedly target another pupil over a **sustained period**.
- Bullying can be physical, verbal, or emotional, on-line (through technological devices), or face to face.
- Bullying is wrong and damages individual children. At Garden Village Primary Academy, we therefore do all we can to prevent it, by fostering a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regards to the eradication of bullying in our school.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- ☉ is frightened of walking to or from school
- ☉ doesn't want to go on the school / public bus

- ☉ begs to be driven to school
- ☉ changes their usual routine
- ☉ is unwilling to go to school (school phobic)
- ☉ begins to truant
- ☉ becomes withdrawn anxious, or lacking in confidence
- ☉ starts stammering
- ☉ attempts or threatens suicide or runs away
- ☉ cries themselves to sleep at night or has nightmares
- ☉ feels ill in the morning
- ☉ begins to do poorly in schoolwork
- ☉ comes home with clothes torn or damaged property
- ☉ has possessions which " go missing"
- ☉ asks for money or starts stealing money
- ☉ 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.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Prevention**

We promote a variety of ways to minimise bullying throughout the school year.

These include:

- Anti-Bullying Week
- Character Virtues
- PSHE Curriculum
- Assemblies

- Pupil Well-being Weeks
- E-Safety Lessons

## **Restorative and Relational Approaches to Teaching Behaviour**

Through our behaviour curriculum, children will value the feelings of others and relational techniques will ensure that children self-regulate and consider the impact of their behaviour on others.

## **Promoting British Values**

Garden Village Primary Academy actively promotes the fundamental British values of: *Democracy, The Rule of Law* and *Individual liberty and mutual respect and tolerance of those with different faiths and beliefs*. This is achieved through the effective spiritual, moral, and cultural development of our pupils, as part of a broad and balanced curriculum and extracurricular activities, through both links with the local community and the wider world. We will enable our learners to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching of our school, which we will make parents aware of, will support the rule of the English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. Our learners are made aware of the difference between the law of the land and religious law.

There are areas within the PSHE curriculum that lend themselves to aspects of education and anti-bullying are highlighted. Teaching strategies include drama, especially role play, discussion, circle time, and thinking and listening skills. One of our challenges is to not only teach children to help themselves, but to teach children to help each other. Children recognised for such achievements will be publicly rewarded by the Headteacher and given positive token.

## **Behaviour Reward System**

Weekly newsletters and Family Assemblies with parents are used to share rewards, badges and achievements with children and their families. Children are rewarded with tokens when they are seen demonstrating any of our school values and other acts of kindness towards someone else. These are given out by all members of staff throughout the school day.

All staff (including lunchtime supervisors) in our school have high expectations of the children with regards to behaviour and they strive to ensure that all children behave to the best of their ability.

We uphold the ethos of equity, consistency, respect and understanding. In particular, the lunchtime supervisors will commit to the following responsibilities in collaboration with the children:

- to listen, to help, to look out for, to treat kindly, to teach fun games and to organise activities.
- to help solve disagreements at playtimes without the need for teacher/other adult intervention.
- to reward children with positive reward behaviour points in line with the behaviour reward system.

**School Council** – will be instrumental in not only developing the policy but also in putting the policy into practice once the academy is more established. They will reflect the views of their peers and provide further channels of communication for children.

**Display work** – throughout the year displays will be renewed on a regular basis to reflect bullying issues.

**Outside agencies** - certain professional bodies will be invited to speak to the children, such as the Tamworth Street Warden from the Turn around Team, Police, Barnardos, NSPCC, as the opportunities arise.

**Circle Time** - these activities will regularly provide channels of communication and forums for discussion and solutions for children. These will be further reinforced by an adult who is the Designated Well-being Champion.

**Anti-bullying Week** - during this week there will be a whole school focus on issues related to bullying and anti-bullying. The theme of united against bullying also emphasises the importance of working together and celebrating difference. This can be used to reinforce a culture of inclusiveness and acceptance with our school culture. Children will work with other Trust schools to reinforce unity through working with others and respecting all individuals.

**Physical Environment** - bullying can take place both inside and outside of school. All staff are aware of the limitations of the environment and places where children are expected to be more independent.

Environments both inside and out need to offer children:

- ☉ safety;
- ☉ engaging activity
- ☉ access to adults for immediate help.

Staff are aware of potential 'danger spots' around the building such as the toilets. The children themselves most importantly are made aware of these as well as strategies for maintaining their own personal safety by their class teacher.

## Roles and Responsibilities

### The Role of Governors

- The Local Governing Committee and the Fierté Trust Board support the Headteacher in all endeavors to eliminate bullying from Garden Village Primary. The Local Governing Committee and the Fierté Academy Trust will not make any allowances for bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately and in line with policy.
- The Local Governing Committee monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school antibullying strategies.

- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to investigate the matter. The Local Governing Committee must respond in writing within ten days to any request from a parent to investigate incidents of bullying.
- In all cases the governing body notifies the Headteacher and asks him/her to investigate the case, and to report back to a representative of the Local Governing Board.

### **The Role of the Headteacher**

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.
- In the first instance, the class teacher is responsible for the implementation of the school anti-bullying strategy. He/she will take note of any isolated cases of name calling or physical or verbal incidents against any particular child. If it becomes apparent that a child is becoming systematically and repeatedly targeted, then the Headteacher will be informed. The Headteacher will then note any other incidents that may take place between the child and his/her peers. If a child is bullied over a period, then the Headteacher will inform the parents of the children concerned following the school behaviour policy in line with this.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at Garden Village Primary Academy. The Headteacher draws the attention of children to this fact at suitable moments, for example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and reflect on ethical behaviour and consequences of actions. This links to the values of the academy, Relational and Restorative Behaviour Policy and Equality Policy where children recognise, respect, and celebrate diversity.
- The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying on a regular basis.
- The Headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school family, bullying is far less likely to be part of their behaviour.
- The Headteacher reports to the Local Governing Committee about the effectiveness of the Anti-Bullying Policy termly through the Headteacher's report.

### **The Role of the Teacher and Support Staff**

- All the staff at Garden Village Primary Academy take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers keep a record of all incidents that happen in their class and that they are aware of in the school (See Appendix 3). If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied.
- When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victims of the bullying, and

punishment for the child who has carried out the bullying. Time is spent talking to the child who has been bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher will be informed. The child's parents will be invited to the school to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services.

- All members of staff routinely attend training, which equips them to identify bullying and to follow School policy and procedures regarding behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. PSHE, circle time, class rewards and assemblies are used to praise, reward, and celebrate the success of all children, and thus to help create a positive atmosphere.
- The Headteacher has a record of any incidents/complaints of bullying including cyber bullying. This record is updated as and when complaints occur. Any incidents are communicated to the Local Governing Committee and Trust Board on a termly basis.

### **The Role of Parents**

- Parents have opportunities to engage with staff about how we deal with 'bullying' and increase their awareness through discussion.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, which is available on the Garden Village Primary Academy website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Parents can also complete a form where their concerns can be highlighted (see Parent/Carer Record of concern related to a suspected bullying Incident form below- Appendix 2)

### **The Role of Pupils**

- All pupils are expected to take an active part in the relational and restorative curriculum and values led ethos of the school which support in minimising bullying.
- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know including school leaders and trusted members of staff.
- Pupils are invited to tell us their views about a range of school issues, including bullying, pupil questionnaires and pupil conferencing, and through the Pupil Leadership Team.

- Our Pupil Leadership Team, Play Leaders, ensures that the pupil voice regarding keeping safe/ bullying is heard on a regular basis through monitoring activities. (Collaborative Monitoring, Strategic Peer Reviews, or Surveys).

### **Bullying outside of school**

The Headteacher has the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

School staff can also choose to report bullying to the police or the local authority.

### **Where to get further help or advice:**

There are lots of organisations that provide support and advice if you are worried about bullying:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

### **Monitoring this Policy**

This Relationship and Behaviour policy, including Anti-Bullying will be reviewed by the Headteacher and Local Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (*as detailed above*). At each review, the policy will be approved by the board.

### **Links with Other Policies**

This Relationship and Behaviour policy, including Anti-Bullying is linked to the following policies:

Garden Village Primary Academy Exclusion Policy

Garden Village Primary Academy Child Protection and Safeguarding Policy

Garden Village Attendance Policy

Garden Village SEND Information Report

[Fierté Multi-Academy Trust Mobile Device and Camera Policy](#)

[Fierté Multi-Academy Trust Homophobic, Biphobic, and Transphobic Bullying Policy](#)

[Fierté Multi-Academy Trust Internet Safety Policy](#)

[Fierté Multi-Academy Trust Managing Allegations Against Staff Policy](#)

[Fierté Multi-Academy Trust Policy for Mental Health and Wellbeing for Children](#)

[Fierté Multi-Academy Trust Prevent Policy](#)

[Fierté Multi-Academy Trust Child-on-Child Abuse Policy](#)

## **Equality Duty**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

# Appendix 1

## Restorative Conversation Starter Questions and Phrases

### PURPOSE

The purpose of this document is to support educators as they plan non-judgmental questioning and prompting for restorative conversations.

### DIRECTIONS:

Use this document to support your planning and/or execution of a restorative conversation.

Identify the questions and/or phrases that will best support your upcoming conversation.

### Phase 1: Facilitate Student Reflection of the Incident

- Tell me about what happened ...
- Tell me about why you think this happened ...
- Tell me about how you were feeling before, during, and after this event ...
- What happened first, next, last?
- What role did you play?
- What makes you most upset about this?
- Has this ever happened before?
- Other:
- Other:

### Phase 2: Discuss Student Need and Plan to Address Needs

- Was there something that you needed?
- What did you wish would have happened?
- At what point did you start feeling upset?
- How might you have handled this differently? What was in your control?
- How could I have helped you be more successful in this interaction?
- If something similar happened in the future, what could we do to improve our outcome?
- Other:
- Other:

### Phase 3: Plan to Restore Relationships

- Who do you think has been affected by what you did?
- How do you think they've been affected?
- What impact did your actions have on the individuals in our classroom?
- What impact did your actions have on our class community?
- Do your actions accurately represent how you feel about that person or how you want to treat others?
- How can you repair your relationships?
- Beyond an apology, what steps could you take to fix the harm you caused?
- When and how do you plan to take these steps?
- Other:
- Other:

## Appendix 2

### Parent/Carer Record of concern related to a suspected bullying Incident

Date(s) of Incident(s):

Name of child:

Class:

Name of parent/carers:

Brief summary of Concern (include details of any related incidents)

Action Requested:

This form is to be returned to the Headteacher: E-mail: [office@gardenvillage.org](mailto:office@gardenvillage.org)

## Appendix 2

### Recording and Reporting an Incident of Bullying

**Date of Incident:**

**Location of Incident:**

- Inside School/Classroom
- Just outside School
- On playground or sports field
- Away from school e.g., school trip
- Travelling to/from school
- Other:

**Information on those involved: personal information:**

Victim                      Perpetrator  
Pupil(s)  
Teaching Staff  
Support Staff  
Outside person (including parent)

**Gender: M/F**

**Age/Year Group:**

**Ethnicity:**

**Brief Summary of Incident:**

**Action Taken:**

**Has there been contact with parent(s)/carer(s) of victim? Yes/No**

**Has there been contact with parent(s)/care(s) of perpetrator? Yes/No**

**Further help required from other support staff/agencies? Yes/No**

**Further action required:**

**Signed:**

**Designation:**

**Follow up:** *(to be completed by the same person who filed the report)*

**Signed:**

**Designation:**

*Incident form to be kept in a file in the Headteacher's office and retained until the learner leaves the school.*