



# **St Paul's School**

## **Behaviour, Anti-bullying and Restorative Practice Policy**

**“Working together, releasing potential...”**



# St Paul's School

## Behaviour, Anti-bullying and Restorative Practice Policy

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Behaviour, Anti-bullying and Restorative Practice Policy.

This policy, should be shared in writing, to staff, parents and pupils at least once a year. The school's behaviour policy must be published on its website

## Contents

Purpose	3
Principles of Our Approach to Behaviour	3
Positive Behaviour	3
Parents and Carers	5
Whole School Guidelines	5
Monitoring Behaviour	6
Restorative Practice	
• Restorative Scripts and Levels of RP	
• RP Level One	
• RP Level Two and Three	
• Rewards and Strategies	6-8
Exclusion	8
Pupils Conduct off Site	8
Pupil Support Systems and Behaviour Plans	9
Referrals	9
Pupil Transition	9
Bullying	
• St Paul’s School will...	
• Preventing Bullying	
• Strategies	
• Recording and Monitoring	
• Types of Bullies	
• Helping those who have been bullied	10-12
Physical Intervention and PHBMPS	13
Staff Behaviour and Support	13
• Colleague Hep Scripts	13
Significant Incidents	14

St Paul's School is committed to promoting and teaching good behaviour, self-discipline, co-operation and respect. Our school values, Honesty, Empathy, Ambition, Trust and Respect all encourage our pupils to continue to a positive and supportive way to our whole school community.

We aim to prevent and deal with bullying whilst ensuring that pupils complete assigned work and regulate the conduct of pupils.

### **Purpose**

The purpose of the policy is to provide a simple, practical guidelines for staff, pupils and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes restorative practice
- Teaches appropriate behaviour through restorative practice
- Uses appropriate strategies and consequences for behaviour

### **Principles of Our Approach to Behaviour**

St Paul's school aim is to use restorative practice and **ALL** staff are committed to dealing with behaviour restoratively, when and where possible.

*“Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.”*

As a School we also understand that restorative practice is not the only way to work with our pupils, and therefore we will use appropriate strategies and consequences when needed.

At St Paul's we recognise that behaviour can change in one or more of the following ways:

- Appropriate behaviour can be increased
- Inappropriate behaviour can be decreased
- New appropriate behaviours can be instilled.

**Behaviour is communication of needs.** These needs may be real or imagined, related to the immediate situation where the behaviour is displayed or an indication of other underlying concerns or difficulties.

**Behaviours, thoughts and feelings are linked.** Considering what a person was thinking and feeling is key to understanding their behaviour and in supporting them to make more positive behaviour choices.

Pupils of St Paul's are taught to have an increasing responsibility for:

- Their own behaviour
- Recognising the impact of their behaviour on others'
- For determining consequences of behaviour
- For solving problems and repairing harm
- Expressing themselves confidently and clearly

### **Positive Behaviour**

An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. Pupils know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour and not to get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'.

We recognise the implicit need for young people to develop the skills that make positive relationships with adults possible. We also recognise that emotional wellbeing, mental health and behaviour are closely linked therefore we promote emotional literacy and the 'Five Ways to Wellbeing', through daily check ins, assemblies, weekly R/PSHE lessons and positive reward systems (see appendix). We want our pupils to develop their own positive coping strategies for life and resources are available through behaviour support and can be found online at the following link: <http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mentalhealth/>

It is vital to give praise and rewards when pupils are behaving appropriately. Verbal and non-verbal signs are used to show approval for work related activities and to motivate pupils to behave appropriately. It is an important role of all staff in order to:

- Encourage pupils to continue appropriate behaviour. It is more likely to be continued when it has been recognised and positively reinforced to receive more recognition.
- Increase self-esteem, which is a key need for many of our pupils.
- Reduce problem behaviours. Pupils will understand they can receive the attention they want, need and deserve by behaving appropriately and that negative behaviour will not be given attention.
- Create a positive classroom environment for pupils and staff. Concentrating on negative behaviours can cause frustration and tension for all.
- Teach appropriate behaviour and establish positive relationships with pupils. The more consistently praise and positive recognition is used the better pupils feel about teachers and the more motivated they will feel to achieve academic and social goals.

<b>Behaviours and values, we encourage and foster in St Pauls:</b>		<b>Behaviours we do NOT tolerate at St Paul's:</b>	
<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Empathy</li> <li>• Listening</li> <li>• Positivity</li> <li>• Kindness</li> <li>• Teamwork</li> <li>• Personal Responsibility</li> <li>• Independence</li> <li>• Respecting other's rights and property</li> </ul>		<ul style="list-style-type: none"> <li>• Verbal or physical abuse of staff or pupils</li> <li>• Bullying – physical, verbal, emotional, cyber</li> <li>• Sexual harassment of any kind</li> <li>• Prejudice on grounds of race, age, gender, sexuality, disability and others</li> <li>• Carrying an offensive weapon</li> <li>• Use or sale of alcohol or illegal drugs</li> </ul>	

<ul style="list-style-type: none"> <li>• Celebrating diversity</li> <li>• Understanding each other and fresh starts</li> <li>• Politeness</li> <li>• Respecting pupils' difficulties and the impact on behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate damage or theft of property</li> <li>• Smoking/vaping in or around the building</li> <li>• Refusing to leave the premises when asked</li> <li>• Gambling</li> <li>• Extortion</li> </ul>
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### Parents and Carers

We recognise the importance of a collaborative and consistent approach to behaviour and set clear expectations for our pupils, staff and parents/carers through our home school agreement (see appendix) which is shared at the beginning of each academic year or when a pupil joins St Paul's. We expect our parents/carers to:

- be involved in recognising and improving behaviour
- support our policy on attendance and punctuality by notifying the school of any absences or lateness
- notify staff on any factors which may affect the behaviour of their child,
- support their child by effectively communicating and liaising with the school, including any phone calls or meetings that may be necessary.
- understand and accept their key responsibility and work together with the school in a fair, consistent, and respectful manner.
- be aware of and support the school's Behaviour Policy

### Whole School Guidelines

Our school 'rules' are clear guidelines set for pupils, to ensure everyone can focus on learning and teaching in an atmosphere of understanding and mutual respect. Pupils are involved in all guideline making, at the beginning of each academic year and are reviewed through School Council meetings. Guidelines are observable, specific, positive where possible and teach appropriate behaviour. There are specific guidelines for classrooms, corridors, outside and hall. Pupils discuss and decide five positive, age appropriate guidelines to enable learning. The Behaviour team will then combine and select the most popular and appropriate guidelines, and set these across the whole school. Guidelines may differ between Middle and Secondary School. This ensures class ownership of guidelines and consequences. Guidelines are clearly displayed, taught, rehearsed and referred to. See appendix for full list of school guidelines.

### Monitoring Behaviour

SchoolPod is used by ALL staff to record and monitor behaviours. Class staff can access information about their class and individuals to focus on behaviour management and compile reports to share with staff/pupils/parents/carers where appropriate. Support is available from Behaviour Support. There are individual procedures and policies for using SchoolPod to ensure information is recorded in an appropriate manner.

### Pupil Points System

Pupils are able to earn points in line with the school guidelines. In each lesson, pupils are encouraged to follow the guidelines to earn five points (one point per guideline). Therefore, pupils are able to gain eight points and the top six pupils will be rewarded with the Top Tier Enrichment on a Friday Afternoon.

### Restorative Practice (RP)

One of the most effective behaviour management strategies in schools has been shown to be restorative practice. Using reflection and restorative practice, pupils and staff will focus on the harm caused rather than the rule broken, the feelings of the event rather than the expected consequence and on repairing the harm rather than punishing the harmer. The pupils are the focus of using RP which allows them to develop skills in thinking of creative and valuable solutions to the problems and in peaceful conflict resolution, whilst understanding how to reflect on their own choices. Restorative practice is our focus when dealing with inappropriate behaviour across the whole school. To ensure our methods are age appropriate slightly different techniques are used with the Primary and Secondary School.

### ***Restorative Scripts and levels of RP***

Affective language in and around school is essential during positive and corrective interactions with pupils, parents/carers and is an expectation of all staff. We teach our pupils to empathise and understand cause and effect by linking behaviours, thoughts, and feelings with consequences, including harm. We can use phrases such as:

- “I feel really pleased when you work hard, because I know you’ll be making progress.”
- “Thanks for opening the door, that’s kind, you make me feel appreciated.”
- “I feel worried you are talking during this activity because you’re not achieving as much as you can.”
- “I feel upset you are disturbing the lesson because I worked hard to prepare something interesting for you.”

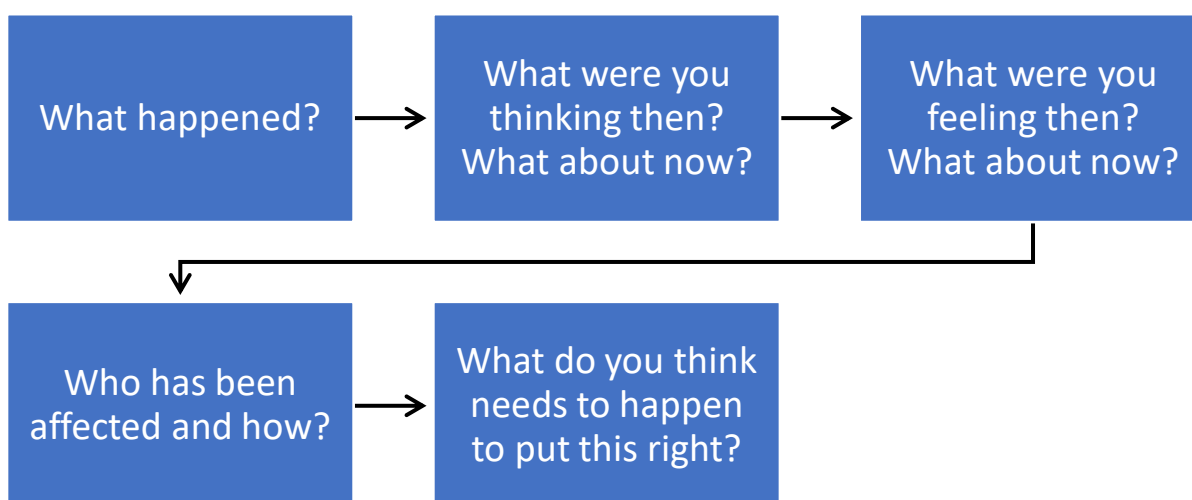
Both the middle and secondary departments use restorative scripts and levels of RP, the language and setting will be adapted to the scenario and to be age appropriate.

### ***RP Level One***

When inappropriate behaviour, an incident and/or an argument occurs, staff will have a discussion with the pupils based off of five questions. This conversation can involve all parties of the incident, including staff and pupils and is to be facilitated by a member of staff. It is possible that this conversation cannot happen immediately after the event as pupils may need to take a Time Out period – supervised by a member of staff. This allows for the pupils to sort themselves out physically and emotionally. Ensure the pupils are calm and ready to talk, this will be different for every pupil, but it is best to make sure they are ready as if not it could re-escalate the situation. Ensure the environment is comfortable, neutral and there is a lack of distraction.

The five questions below are a guideline to be followed during RP level one, but it is not to be used as a script. Repairs can be completed in different ways depending on those involved and the need for the repair. Staff can use simple conversations, repair booklets, team activities or games to discuss the five questions.

For more detail see RP Debrief in appendix.



**RP Level Two and Three**

If restorative conversations are not successful in finding a solution, staff will refer pupil to the Behaviour Team for guidance and more formal (RP Level 2) conversations. Some behaviour will require a more formal meeting and consequence immediately. In formal RPs the Behaviour Team will need to do a risk assessment before meeting can take place.

RP level two meetings can may require parents/carers to attend to discuss the behaviour of the pupil. Strategies may be put in place including updating pupil’s positive behaviour handling plans, risk assessments, behaviour monitoring reports.

Some behaviours or follow up to RPs will require SLT to be present, more serious and severe behaviours will need to be met with consequences such as exclusions, this can only be decided by the Deputy or Head Teacher. (RP level 3)

	<b>RP LEVEL 1 Formal</b>	<b>RP LEVEL 2 refer to behaviour support /SLT</b>	<b>Formal RP LEVEL 3 with Principal present</b>
<b>Behaviours</b>	Not following class, corridor or lunchtime guidelines Incorrect uniform Not handing in phone Swearing at staff Bullying and intimidation (see attached bullying section) Persistent disruptive behaviour Deliberate damage to property Personal/offensive comments Lying Play fighting Fighting	Not responding to staff RP or keeping promise from RP Refusal to engage in RP Constant Intimidation and bullying of pupils Bullying or intimidation of staff Racist behaviour or comments Walking off site Intentional physical assault on pupil or staff	Continual refusal to follow instructions Continuing to present behaviours after RP Level 1 or 2 Drug possession Possession of a Weapon Theft Smoking/Vaping on or around school site As part of Pre and Post exclusion Malicious comments about staff or pupils Refusal to take part in level 1 or 2 Inappropriate use of phones or technology



<b>Leading</b>	Any member of staff	Behaviour Team	SLT and Behaviour Team (A risk assessment may be needed.)
<b>Present</b>	Involve relevant pupils and staff	This could involve anyone harmed and/or parents. In some situations, governors or police could support.	

Individuals involved in a repair, should be spoken to first to ensure they are ready to participate and are emotionally prepared. Individuals should have the chance to voice their thoughts/concerns before a repair and only be brought into a group repair once all parties are comfortable.

Rewards	Strategies
<ul style="list-style-type: none"> <li>Praise – this would be frequent, linked to specific action or task and genuine using affective language</li> <li>Stickers</li> <li>Positive phone call home</li> <li>Positive email sent home</li> <li>Positive Post Card home</li> <li>Pupil points to achieve enrichment activities on a Friday Afternoon</li> <li>Class wide reward system – classes work collaboratively towards chosen shared rewards</li> <li>For some children it may help them to have an individualised reward system linked to a specific behaviour target or promise</li> </ul> <p><i>**Staff should consult the Behaviour Team if they think a pupil should not take part in a class reward, activity or trip**</i></p>	<ul style="list-style-type: none"> <li>Warning</li> <li>5 Minutes Time Out Pass (for pupil or staff to come back and return to expected behaviour)</li> <li>Complete work in the Quiet Room</li> <li>Duty staff</li> <li>Pupils reported to the Behaviour Team to monitor and discuss behaviour</li> <li>Behaviour Monitoring Reports</li> <li>RP Level Two where fair consequences may be decided. Such as: <ul style="list-style-type: none"> <li>An apology</li> <li>Repairing a display or tidying a mess</li> <li>A lesson in behaviour support with agreed support work</li> <li>Written task (writing an apology letter, writing down what happened)</li> <li>Spoken to by SLT</li> <li>Phone call home</li> <li>Pay for broken objects</li> <li>Behaviour contract</li> </ul> </li> <li>Fixed term exclusion (can only be decided by SLT)</li> </ul>

### Duty Staff

We will have dedicated staff on duty in the school corridors and grounds to support staff and pupils throughout the day. Duty Staff's responsibilities include but are not limited to:

- Supporting pupils back into lesson
- Supporting pupils into the quiet room
- Supervising time out passes
- Supporting class staff with any behaviour concerns or incidents

### Time Out Passes

There are certain times pupils may need a break from the classroom for many reasons. If a pupil wishes to use one of these passes, they must meet the minimum requirement of being in their lesson, listening and participating for a minimum of twenty minutes. This is to ensure passes are not abused and pupils are getting their work done. Passes last for five minutes and can be used for toilet breaks, fresh air or time out in the hall. Whilst a pupil is using this pass they must not disturb other lessons or go off site. Pupils must return to their lesson after the five minutes has passed.

### **Quiet Room**

The quiet room is to be used for pupils to complete their current lessons work, catch up on work, take time to calm or cool down from an incident or complete a repair. Staff will use their best judgement to see if a pupil is in the right frame of mind to attend a lesson and if not, the quiet room is a temporary option.

The quiet room will have a member of staff in at all times, to supervise, work with, talk and listen to our pupils. Pupils are to have a signed Quiet Room pass from their current class teacher or teaching assistant, and are to arrive into the quiet room with work to be complete. There is a maximum of three pupils allowed in the quiet room at all times.

### **Behaviour Monitoring Reports**

If a pupil's behaviour continues to be a concern, staff can refer a pupil to the Behaviour Team to be put on report. Once a pupil is on report:

- Three behaviour targets will be decided with form tutors and the behaviour team.
- The pupil will be told by the team that they are on report, they will discuss the targets and the pupil has an opportunity to voice any concerns.
- The pupil will be monitored on these three targets each lesson, break and lunch.
- It is the responsibility of the class teacher to write a comment regarding their behaviour and progress in the classroom.
- The report will be signed daily by the pupil, form tutor and the behaviour team before being scanned and emailed to parents/carers.
- The pupil will be monitored for a minimum of a week, and reviewed at the end of the week.
- If the behaviour has improved, the pupil will be taken off report and praised for an improvement.
- If the behaviour is ongoing or decreases, the pupils report will be extended for another week and a phone call home will be made. Parents/carers are to come in for a meeting with the behaviour team to discuss a plan to move forward.

Reports are not to penalise pupils, but to monitor behaviour, encourage the right behaviour, and support pupils.

### **Exclusion**

Most of the behaviour is managed in school however for serious or persistent problem behaviour a pupil may be excluded for a defined period. Their return to school would be only be possible after a RP meeting with SLT, a member of the behaviour team and parents/carers present. Exclusion can only be authorised by SLT. Permanent exclusions are the final sanction and can be imposed by HT where all methods of support and management have been exhausted.

### **Pupils' Conduct off Site**

Teachers can discipline pupils for misbehaving outside of school premises to such an extent that is reasonable. (Misbehaviour that results in an effect on running the school, poses a threat to pupils/staff/member of public or adversely affects the reputation of the school.) This includes school organised or related activity, travelling to or from school, wearing school uniform or in some other way identifiable to school.

### **Pupil Support Systems and Behaviour Plans**

Following our restorative practice staff ensure that pupils are listened to and a proactive and individualised approach is used. All of our pupils will need an individual pupil handling plan and will have full involvement in writing these plans. Some of pupils will need adapted curriculum or resources, reward system or specific targets to access learning and succeed.

Class teachers, with support from teaching assistants, the Behaviour Team and SLT are responsible for putting in place and sharing personalised, age-appropriate systems. Pupils should be involved and where possible parents/carers, behaviour mentor and SLT can advise and support. Effective behaviour plans can include but are not limited to:

- Reward charts and displaying good work
- Tasks broken down into smaller steps with a visual timer or using Now and Next charts
- Communication boards
- Fiddle toys and doodle books
- Timeout cards (Agreeing a safe place and time frame, a written plan will be needed for this)
- A series of 1:1/small group sessions this could be for assertiveness, self-esteem or what is deemed appropriate
- Support at breaks to model kind behaviours
- Sensory or movement tasks built into lessons and timetables
- Changing Seats
- Using games and interactive activities
- Visual charts or traffic light systems to support children expressing difficulty
- Social Stories
- Morning de-briefs
- Stories/Role Play
- Responsibility within the classroom or school
- Making choices – choices have consequences

### **Referrals**

Behaviour can be sign of additional needs and referrals may need to be made to External Specialist Inclusion Support Services and/or outside agencies such as CASS/CAT Team. This needs to be done through the HT, DHT or DSL.

### **Pupil Transition**

Before a pupil joins the school, SLT will decide through review of EHCP and paperwork to determine if the school can meet their needs, considering behaviour alongside learning. Observations may be made to determine behaviour needs. Any child joining school is offered appropriate transition activities. Pupils can attend taster days whilst staff will have appropriate transition meetings, observe pupils, and share feedback for behaviour plans.

## Bullying

- At St Pauls' School we do not tolerate bullying, we work as a team to discourage and prevent any form of bullying behaviour in our school.
- We will always look at the reasons for the bullying to ensure we are providing support to both the 'bully' and the 'victim'
- Pupils, staff and parents / carers are consulted and will contribute to bullying monitoring, policies and procedures. Following our behaviour strategies and research, we use a restorative approach as it is deemed the most effective way to tackle bullying.
- With reference to peer on peer abuse we will ensure relevant training and safeguarding practices are put in place in line with KCSIE part 1.

*We define bullying as DELIBERATE (hurting someone physically or emotionally on purpose) and REPEATED (doing it again and again). It is not always about the victim feeling vulnerable, but about the bully feeling powerful.*

Bullying includes but is not limited to:

Physical threats or violence	Verbal intimidation or abuse	Indirect	Cyberbullying
<ul style="list-style-type: none"> <li>○ Hitting</li> <li>○ Kicking</li> <li>○ smacking</li> <li>○ pushing</li> <li>○ punching</li> <li>○ throwing things at someone</li> <li>○ spitting at someone</li> <li>○ stopping people to go somewhere</li> <li>○ breaking someone's things</li> <li>○ getting into someone's personal space and tripping over.</li> </ul>	<ul style="list-style-type: none"> <li>○ making threats</li> <li>○ name calling</li> <li>○ swearing at someone</li> <li>○ teasing a lot</li> <li>○ saying nasty things about someone</li> <li>○ their family and their appearance</li> <li>○ Making racial, cultural or sexualised remarks, including, inappropriate comments about appearance, sexuality and gender.</li> </ul>	<ul style="list-style-type: none"> <li>○ nasty about someone behind their back</li> <li>○ sending abusive or mean letters</li> <li>○ spreading stories about people</li> <li>○ not letting people join in</li> <li>○ pulling faces</li> <li>○ 'taking the mickey out of people.'</li> </ul>	<ul style="list-style-type: none"> <li>○ sending nasty texts or emails</li> <li>○ making unkind comments on social network sites</li> <li>○ creating or using fake accounts to be mean or insult others</li> <li>○ making inappropriate, racist, sexist or otherwise insulting comments via technology</li> </ul>

## St Paul's School will:

- Make sure all pupils are safe and feel comfortable in school.
- Work together as a whole school to prevent bullying.
- Face up to bullying and act against it. Follow clear procedures to follow when bullying occurs.
- Help victims of bullying to become more assertive.
- Give consequences for bullying.
- Record all incidents on SchoolPod

## Preventing Bullying

- Using praise and rewards for positive behaviours
- Using Restorative practice affective language, check ins and circles and RP meetings to:

- Raise awareness of bullying and our anti-bullying policy.
  - Teach and model positive values -listen to pupils’ opinions, ideas and feelings.
  - Encourage pupils to recognise their and other’s positive qualities and to raise self-esteem.
- Having the school bullying policy on display in all classrooms and visible in the playgrounds.
  - Having anti-bullying posters displayed in school.
  - Bullying on each school council agenda.

Staff, pupils and parents all have a responsibility in noticing, preventing and stopping bullying. We all have a role to play in safeguarding and protecting our pupils.

Pupils	Staff	Parents
Do <b>NOT</b> ignore it!	Do <b>NOT</b> assume you know what has happened	<b>TALK</b> to your child about their day regularly
Tell the bully <b>NO</b>	<b>LISTEN</b> carefully to all using RP Level 1	<b>WATCH</b> to see if they are upset or there is a change in behaviour. (They may not want to go to school or avoid certain places).
Tell someone you <b>TRUST</b> straight away, this could be a family member or staff.	<b>INFORM</b> the appropriate staff (SLT/Form Tutor)	<b>LISTEN</b> carefully to your child
	<b>RECORD</b> what has happened on SchoolPod	Make sure of the <b>FACTS</b>
	Only use the term Bullying if staff and SLT agree.	<b>CONTACT SCHOOL AS SOON AS POSSIBLE</b>

**Strategies:**

- Following the behaviour policies pupils will take part in an RP Level 1
- Victim and bully to work on task together if / when appropriate or comfortable to do so.
- Apology in person or in writing
- Pupil(s) to follow anti-bullying and/or anger management support programme

**Further Strategies (for serious/repeated bullying)**

- RP Level 2 or 3 Meeting
- Isolation from peer group in another class for a set period
- Possible fixed term exclusion (Decided by DHT or HT)
- If necessary, bullying can be reported to the police if it involves criminal activity or if appropriate through DMS Social Services
- *ALL discipline must take account of SEN or disabilities that the pupils involved may have.*

**Recording and Monitoring:**

- Staff must record all information on SchoolPod, whilst monitoring bullying in their classroom. SLT must monitor bullying levels in school.
- All staff should be aware of any potential difficulties and pupils should be monitored after the incident. There should be RP discussions with pupils involved at regular intervals afterwards to ensure bullying incidents have not been repeated.
- Pupils targets should have a focus on specific behaviours

## Identifying the Type of Bully

It is important to understand that people bully for different reasons and that they will need to be monitored to support them as well as protect others.

- **Passive bully:** People who are led into bullying and are trying to protect themselves. These people need to be held fully responsible so that bullying does not seem like the easier option.
- **Aggressive bully:** People who wish to dominate and have poor control, have good self-esteem and are insensitive to needs of others.
- **Anxious bully:** People who are victims themselves and are angry at others and have strong sense of failure. Bad behaviour is used to confirm poor self-image.

### Helping pupils to prevent bullying and deal with any incidents

The bully and victims of bullying should be encouraged to complete the bullying support programme to develop assertive skills.

Check in and circle to focus on that individual as a 'special person' or circle of friend's activity

Option of pupil having pastoral support or assertiveness training with staff

Possible referrals to additional agencies, e.g. CSFSW, Barnardo's Counsellor

Using bullying support organisations:

- **Bullying UK:** a national charity who provide a listening, supportive and non-judgemental advice and support service.
- **Childline:** a national charity where children and young people can talk, email or live chat with someone in confidence.
- **Anti-bullying Alliance:** a national alliance of organisations working together to stop bullying. The website has information on how to get help and advice if you, or someone close to you, is being bullied.

## Physical Intervention / Pupil Handling and Behaviour Plan (PHBP)

Staff are trained in Team teach methods.

Physical intervention is seen as a LAST resort and only used if reasonable, proportionate, and necessary. More detail, including powers to search pupils and confiscate items is set out in our Care and Control Policy. Some pupils will need to have a written positive handling plan which sets out physical intervention needs and methods. These must be shared with Behaviour team, SLT and parents / carers, reviewed at least termly and a signed, up to date copy kept in the pupil file.

## Staff Behaviour and Support

- New staff have behaviour management and restorative practice guidance during their induction period.
- ALL staff have access to support and advice from the Behaviour team and SLT through an open door policy.
- ALL staff are responsible for leading their own professional development and should request additional training with behaviour/support if needed.
- ALL staff have access to a debrief following a serious incident/near miss/physical intervention. Through staff consultation a debrief process has been agreed using restorative language. SLT should be informed of incidents where a debrief is needed.

## Colleague Help Scripts

At St Paul's our staff work as a team to improve pupil behaviour. An adults' presence and behaviour can de-escalate or escalate a situation quickly and it is vital that staff support to work together to facilitate "Change of Face". This is where another member of staff can step in if needed. Our staff are trained in team teach, with a refreshment course every two years. The use of the colleague help script is important at St Paul's School in both supporting each other and managing behaviour effectively.

Script	Meaning
Help Available	This is an offer of help which staff can respond and work with.
More Help Available	is suggesting change of face or different approach is needed, at this point it is vital staff respond to alternative strategies or let a different member of staff take over. (This can be accompanied by a shoulder tap).

**If a member of staff is not responding in a restorative way to behaviours this is used, and that member of staff must move away from the situation immediately.**

**Staff must remember that we are the professional adults, employed to be calm and restorative. In the unlikely event that a member of staff does not do this, SLT will follow up 1:1 with that member of staff.**

### Significant Incidents

The IMMEDIATE priority after a significant incident (physical intervention or near miss) is post incident support for all involved.

<b>Repair</b>	Medical Checks and if required first aid offered Basic needs met (water, food, first aid) Pupil and staff given the opportunity to calm Pupil and staff given opportunity to talk it through (RP debrief)
<b>Record</b>	All information needs to be recorded on SchoolPod and to the appropriate staff (SLT)
<b>Report</b>	Parent(s)/Carer(s) are to be informed Bound book to SLT
<b>Review</b>	Behaviour plan and positive handling plan (if there is not one a risk assessment needs to be completed to see if there is a need for one)
<b>Respond</b>	Support for pupils to make better choices with behaviour (debrief) Staff training and/or support (debrief) Date for review of changes to RA/PHP/BP