



# Relationships and Behaviour

(The Restorative Approach)

## Anti-Bullying Policy 2013

Anti-bullying policy under review 2016 17 – amendments being made  
this policy sits with existing  
Anti-Bullying Policy

Fenstanton and Hilton Primary School

2016

Due for Review October 2018

## **Relationships and Behaviour : Our school policy**

### **Rationale**

Restorative Approaches and the Team Teach approach underpin all relationships in our school. Teaching and learning are the most important aspect of our school, and relationships are key to success. Our staff will teach and our pupils will learn most effectively in a safe, orderly and calm environment where everyone feels valued, respected and included. Calm and considerate behaviour from all members of our school community is fundamentally important in our school. Behaviour encompasses three main aspects: Social and Emotional, Conduct and Learning

### **OUR VISION**

***Children only have one childhood. Being part of a community of children is unique within life's experience. In this school we value every child and strive to enrich the whole person. We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to confidently embrace every challenge and opportunity.***

### **OUR AIMS**

**Equip** each child with foundation skills, knowledge and expectations necessary to prosper in a changing society - encouraging creativity and ambition through lifelong learning.

**Encourage** happy learners who are motivated to strive for personal success – achieving their potential and aspiring to excellence.

**Establish** each child's sense of responsibility, enabling them to be confident decision makers who contribute to society.

**Empower** each child to make healthy choices for life and develop positive personal relationships.

**Engage** every child in building a strong foundation of inner confidence that will keep them safe and secure throughout life.

We aim to foster an ethos in which all the individuals that make up our school community succeed. We believe that Relationships and Communication is paramount so individuals can achieve their best in a climate that is positive, constructive and driven by high expectations. This can only be achieved by an agreed vision and shared responsibility. In a positive climate that is unified by mutual support and respect, the individual is enabled to learn from successes and mistakes.






We use Restorative Practice and the Team Teach Approach (see Appendices and Cambs Relationship Policy) because we believe that relationships and good communication are fundamental to effective management of behaviour:

- Children, young people, and adults are all at different stages of learning and/or emotional development regardless of their chronological age or how long one might have been in a given setting.
- Effective communication helps resolves conflict. Misunderstanding or ineffective communication is likely to cause or deepen conflict.
- People have different skills/abilities to manage in any given situation
- The task of all working in these settings is to promote and facilitate the development and growth of young people and everyone else in a setting. This includes the development of effective communication
- Those who present the most difficulties often have the greatest opportunity for change and development.
- Significant or complex change/development needs planning and managing
- Restorative Practice is a framework for managing and learning about young people's needs.

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- Restorative Practice also safely allows adults to acknowledge where they get things wrong, and to put

 <p><b>Effective use of RA in schools</b> -3 key principles</p> <ol style="list-style-type: none"> <li>1. Positive relationships are essential for learning.</li> <li>2. Those who have caused harm need to learn by facing up to those that they have harmed</li> <li>3. Those who have been harmed need to have a chance to be heard</li> </ol>	 <p><b>5 Themes of RA</b></p> <ol style="list-style-type: none"> <li>1. Unique and equally valued perspective</li> <li>2. Thoughts, feelings and actions</li> <li>3. Empathy and consideration for others</li> <li>4. Identifying need before identifying strategies</li> <li>5. Trust and empowerment: putting it right</li> </ol>	 <p><b>Restorative Pyramid for Schools</b></p> 	 <p><b>5 Questions</b></p> <ol style="list-style-type: none"> <li>1. What happened/what's happening?</li> <li>2. What were you thinking/feeling at the time?</li> <li>2a. What do you feel/think now?</li> <li>3. How have you and others been affected?</li> <li>4. What do you need?</li> <li>5. What do you need to do to put things right?</li> </ol>
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things right. It discourages blame and promotes fairness and responsibility. (Petrie et al, 2009)

### Agreed systems of support

Systems to support our positive climate include the following:

1. The Rainbow Rule
2. Quality Learning and Teaching
3. 1,2,3 Magic System
4. The Five Questions of Restorative approach
5. The House System
6. Rewards – Wave 1,2 and 3
7. Sanctions – Wave 1,2 and 3
8. Parental Involvement – The Home/School Agreement
9. Staff Support - CPD and formal supervision
10. Lunchtime Arrangements
11. Definitions of acceptable and unacceptable behaviour in our school
12. PHSE Curriculum
13. Play Therapy/Music Therapy

### 1. The Rainbow Rule (previously Rainbow Learning and the Golden Rule)

The Rainbow Rule is an agreed and mutually accepted code of expected behaviour for all members of our school community. Because the rule is a key aspect of our school policy, how the rule is devised and then used, is as important as the content. These are the guiding principles.

The Rainbow Rule is:

- Agreed in mixed age groups each September; particular emphasis is given to the pupils' views – alongside a need for simplicity and memorability
- can be revised and changed by mutual consent
- used by each class to devise a classroom code
- Combines expectations for Learning and Behaviour
- Regularly reinforced by letters to parents and the Home-School Agreement, assemblies, displays and rewards and sanctions
- Rewards and Sanctions supported by Rainbow Time and 1,2,3 Magic

### **The Rainbow Rule**

Rainbow Learners are a team. Rainbow Rules are for everyone, everywhere in school

- ☐ **Be respectful and tell the truth**
- ☐ **Be kind: use kind hands, feet and words**
- ☐ **Be safe and be where you should be**
- ☐ **Be responsible and try your best**
- ☐ **Be a Rainbow Learner: Rainbow Learners are Responsible, Resilient, Reflective and Resourceful**

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### **The House system will be developed in 2016 17 and reinforces expectations for Learning and Relationships and is planned for the future in school**

Hereward – Responsible – Badger (due to Sett living) - Blue

Iceni – Resilient – Emperor Penguin - Yellow

St Ivo – Reflection – Owl - Green

Mayflower – Resourceful – Beaver – Red

John Howland

Thomas Coote

Lancelot Brown

***\* Reception pupils will be introduced to the Rainbow Rule gradually during the Autumn term. The Rainbow Rule is revisited each term and as part of SMSC assemblies***

## **2. Effective Teaching and Learning.**

Effective teaching and learning requires a calm, positive and well ordered environment.

However, it is also **through** effective teaching and learning that positive behaviour can be taught, fostered and promoted.

### **Modelling Appropriate Behaviour and Relationships: Consistency of Expectation**

Teachers and support staff should provide good role models for the children to follow. How staff speak with each other and to the pupils in their care, how they support and encourage others and use good manners in their day to day relationships with other adults and children is very important. Children learn from what they experience.

### **Quality Teaching and Learning: Consistency of Expectation**

Each teacher has their own individual style, skills and talents. Teaching is a creative activity. However, there are fundamental requirements that promote good behaviour in the classroom.

- High expectations that pupils can and will behave well. These should be explicit, shared and understood by the pupils.
- Consistency and fairness.
- Empathy and care.
- Interesting, stimulating lessons that are well planned, purposeful and take into account the variance in age, interest, experience, needs, learning styles and ability of the pupils.
- Learning objectives and targets are shared with pupils
- Marking and feedback are regular and frequent and help children to improve. Children are expected to act on advice to improve and
- A classroom environment that invites learning: attractive displays that celebrate pupil achievement, the use of displayed vocabulary to support learning, carefully thought out seating arrangements, space, labelled and easily accessible resources.

### **Direct teaching (PSHE and SMSC)**

- Knowing how to behave appropriately and be an active and positive member of the community is part of our taught curriculum (see PSHE policy and scheme of work)
- Teachers will teach a wide range of social skills through discussion, practical activities, circle time and through other curriculum areas such as literacy. By their nature, social skills are complex and children will develop these skills at different rates and to differing levels of ability as they do with other subjects we teach. They will therefore make mistakes and these mistakes, such as a dispute between friends at lunchtime, can be used as an opportunity for the teacher to help pupils learn how to extend their strategies and develop their skill level.

### **Pupil Voice**

Our pupils have the opportunity to practise their skills and abilities in citizenship through the School Council, The House System, Self-Evaluation in Pupil Interviews, PTA, Eco-Warriors. The School Council have a budget and are consulted about the School Development Plan and will influence and change school practice.

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### **3.Rewards**

Wherever possible we aim to encourage pupils to actively participate in school life and to take responsibility for themselves and to care for others. Being rewarded for having polite and helpful behaviour not only reinforces the positive behaviour we want to promote but also develops pupil self esteem, feelings of self worth and well being. It is important that all our pupils feel able to achieve success and experience rewards for their efforts. Staff need to ensure that they act fairly when distributing rewards but some children may have a particular difficulty or special need that may require some additional or particular support and encouragement.

#### **A. Rainbow Time**

- Every child has twenty minutes of Rainbow Time allocated to them at the start of each week.
- They can choose to spend their minutes from a range of offered activities during the time set aside for ‘Rainbow Time’ each week. Older children can bring in items for Rainbow Time
- Pupils who adhere particularly well to some aspect of the Rainbow Rule may earn themselves additional minutes. Children achieving over 30 minutes in the week will have their names put in a box which is drawn on Monday assemblies. 5 tickets will be drawn each week.
- Pupils who break a Rainbow Rule may lose minutes
- Children who have not been on 1,2,3 Magic Chart during the day gain a minute for that day
- Any child who receives more than 30 minutes in a week will have a raffle ticket which goes in a box may have a dip in the Golden Box to receive a small prize – this will gain House points.
- Rainbow Time is not carried forward into the next week.

#### **B. House points – to be developed**

- Children can earn house points or stickers either for good work or good behaviour. They are given a paper record to put in the box in their class room. These are then collated by the house leaders each week. Any children who is given a sticker for good work or behaviour also gets a house point.

#### **C. Class and team based rewards**


These include

- Pupil of the week
- Special days
- Stickers
- Sharing good work with colleagues
- Presentations
- Visit Zone Leader, different teacher for special praise
- Visit Head teacher – Sticker/HT Award Sticker/HT Award Badge/HT Award Sticker and sign HT Award Book – certificate to take home to parents and logged in SIMS

### **4. Sanctions – the Restorative Approach**

It is always more desirable to reward rather than use sanctions but sometimes it is necessary in order for children to experience the consequences of operating outside the agreed expectations for our school. Staff need to be aware that this can have a negative impact on pupil self esteem. It is therefore important to separate the deed from the person. It is always important to take a measured approach to a problem and not to act impulsively. **All behaviour incidents must be logged on SIMS.** It is usual to log any incident that is a cause for concern.

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<p><b>Withdrawal of privileges</b></p> <ul style="list-style-type: none"> <li>➤ 1,2,3 Magic System – If children get to stage 3, they have 5 minutes time out. If they do not comply, they miss a playtime and complete a Thinkabout it sheet</li> <li>➤ Loss of Rainbow Time</li> <li>➤ Use of the 5 Questions (used consistently by all staff in all situations which require management)</li> <li>➤ Loss of playtime</li> <li>➤ Use of 'Think About it' Sheets</li> <li>➤ Write a letter of apology</li> <li>➤ Uncompleted work is completed in playtime (at discretion of the teacher)</li> </ul> <p><b>Separation</b></p> <ul style="list-style-type: none"> <li>➤ Removal from usual group/table/seat to sit alone</li> <li>➤ Removal from the classroom</li> <li>➤ Zoned Play: Separate play zone with a friend – plays with other children under licence; removal of playtime, playtime at another time</li> <li>➤ To work outside the classroom but within the teacher's vision – 1,2,3 magic Time out – 3 minutes</li> <li>➤ To work with another teacher. A clear hierarchy needs to be followed through in order to illustrate the growing seriousness of the behaviour.</li> </ul> <p style="text-align: center;">Take the child to</p> <ul style="list-style-type: none"> <li>✓ colleague</li> <li>✓ Zone Leader</li> <li>✓ Deputy head teacher,</li> <li>✓ Head teacher.</li> </ul>	<div style="text-align: center;">  </div> <p style="text-align: center;"><b>5 Questions</b></p> <ol style="list-style-type: none"> <li>1. What happened/what's happening?</li> <li>2. What were you thinking/feeling at the time?</li> <li>2a. What do you feel/think now?</li> <li>3. How have you and others been affected?</li> <li>4. What do you need?</li> <li>5. What do you need to do to put things right?</li> </ol>
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### Serious or persistent incidents – Wave 3

A serious incident or persistent concerns should be shared with the Head teacher and may involve

- Regular monitoring by way of a class record card. This would be established after consulting with the team leader. Parents will usually be informed and involved. Children choose rewards
- If this fails to modify behaviour, this can be escalated into a Red Report Card which is monitored by the Head Teacher and SMT and implemented after consultation with the parents.
- Devising a behaviour contract. This may be appropriate, and can be drawn up after consulting with the Head teacher.
- Parental involvement for behaviour should be done in consultation with the Head teacher.
- Exclusion **is a decision for the head teacher**. This outcome would only be considered after a very serious incident or a prolonged period of concern. **This would be a very unusual outcome and would be a last resort.** Procedures must follow county guidelines.

### 5. Parental Involvement

At Fenstanton and Hilton school we work in partnership with parents as well as pupils. We have a home school agreement that is sent out each term. We believe that it is important that parents support and understand our school aims and work with us to ensure that their children behave appropriately.

Clear communication between home and school is a very important. Parents need to be informed about school expectations and how their child is responding to these expectations. This communication link is developed by the following strategies

- The Relationships and Behaviour policy is distributed to all parents when their child starts school. A copy is on the school website
- Parents are asked to sign the Home-School Agreement: this has been drawn up from a working group of staff, children and Governors
- Parent/teacher consultations take place each term

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- Parents will be contacted by the class teacher if there is a day to day problem
- The Head teacher (or senior member of staff) will contact parents if there is particularly disruptive behaviour or a persistent problem.
- Parents should praise pupils when they have earned a Rainbow Time Lucky Dip or House Points

### **6. Staff Support**

All members of staff are expected to model polite and considerate behaviour in keeping with the ethos of our school and to behave in a professional and caring manner with pupils, colleagues and parents. Staff will monitor the behaviour of everyone within school. Any member of staff can and should challenge children if they suspect that the behaviour does not conform to the expectations as set out by this policy. All members of staff can apply sanctions. All members of staff can give and withdraw Golden Time.

Staff are expected to abide with those policies linked with their contract of employment and those of the school. Policies that relate to professional conduct and to this policy include

- Code of Conduct for Fenstanton and Hilton School Staff
- Positive Handling, the Team Teach approach
- Safer Code of Conduct for employees working with young people (2014).
- Anti-bullying Policy
- Child Protection
- Whistle Blowing.
- Internet Safety
- Teaching and Learning

### **7. Lunchtime Arrangements**

Pupils are expected to behave just as well at lunchtime as they do at other times of the day. Lunchtime staff should be aware that children are learning *how to* behave appropriately. Many valuable learning opportunities will occur at lunchtime and it is during the less structured parts of the day that some pupils find particular difficulties. Lunchtime staff will be made aware of those pupils who may need additional monitoring or support.

Lunchtime staff will

- ✓ Model polite and considerate behaviour
- ✓ Consciously build relationships with the children and talk to them socially
- ✓ Use the 1,2,3 Magic Approach to allow children to self correct and take responsibility
- ✓ Closely monitor pupil behaviour and use the 5 Questions consistently
- ✓ Intervene tactfully when they anticipate a problem
- ✓ Intervene quickly and decisively in issues related to safety or bullying
- ✓ Challenge inappropriate behaviour and apply sanctions(having used the 5 questions)
- ✓ Praise good behaviour and provide encouragements through rewards
- ✓ Help pupils to think through a range of strategies to solve problems
- ✓ Consider ways to support and encourage purposeful play
- ✓ Feedback information to other staff

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### **Sanctions and rewards related to lunchtime are consistent with those at other times**

Lunchtime staff will use the same sanctions and rewards as for the whole school. They will use the 1,2,3 Magic system. However, they may need additional support to resolve a problem. In such instances the pupils will be brought in from the playground and will be dealt with by

- I. The senior lunchtime supervisor who will consult the Class teacher or SMT if necessary
- II. Deputy Head teacher
- III. Head teacher.

A log will be kept of such instances; these will be logged on Sims on the individual children's log.

Problems/ poor behaviour/ very good behaviour will be communicated to the class teacher at the end of lunchtime to tie in with 1,2,3 Magic records, House points and Rainbow Time.



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**The Start/Stop List**  
**A Definition of desirable and unacceptable behaviour in school**

**A. Anywhere in school**

Desirable behaviour	Unacceptable behaviour	Sanctions
<b>Be Respectful and tell the truth</b> <ul style="list-style-type: none"> <li>➤ Polite and well mannered e.g. using names to address people, please and thank you etc.</li> <li>➤ Listening to staff and speaking calmly</li> <li>➤ Responding positively to reasonable requests</li> <li>➤ Respect our property, care for building and grounds</li> <li>➤ Be neat and tidy</li> </ul>	<b>Wave 1 – usually 1,2,3 Magic (to warn)</b> <ul style="list-style-type: none"> <li>➤ Answering back or interrupting the staff in a rude way</li> <li>➤ Shrugging and ignoring staff requests</li> <li>➤ Fiddling with things when you are meant to be listening</li> <li>➤ Touching someone else’s property</li> <li>➤ Breaking other people’s toys / models / drawing on someone else’s work</li> <li>➤ If someone has asked you to stop &amp; you don’t stop</li> <li>➤ Throwing things</li> <li>➤ Not using things properly</li> </ul>	<b><u>1,2,3 Magic – Countable offences:</u></b> <ul style="list-style-type: none"> <li>➤ Calling people names / putting them down y Calling out / talking when someone else is talking</li> <li>Not being where you should be</li> <li>Swearing</li> <li>Pushing people</li> <li>Running in school</li> </ul>
	<b>Wave 2</b> <ul style="list-style-type: none"> <li>➤ Telling lies</li> <li>➤ Swearing</li> <li>➤ Vandalism</li> <li>➤ Wilful/reckless damage of property and plants</li> <li>➤ Throwing litter about</li> </ul>	<b>Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with ‘Think About It’ sheets</b> Missing playtimes to catch up on work Restorative behaviour e.g. litter picking/helping wipe tables/going to back of lunch queue Combat deception – lesser sanction if own up
<b>Be Kind: Kind words, kind hands, kind feet</b> <ul style="list-style-type: none"> <li>➤ Considerate towards others</li> <li>➤ Listening to others</li> <li>➤ Helping others and being kind</li> <li>➤ Taking responsibility</li> <li>➤ Being honest</li> <li>➤ Respecting other people’s views and opinions</li> <li>➤ Valuing other people’s differences</li> <li>➤ Encouraging and supporting others</li> <li>➤ Inviting friendship</li> <li>➤ Respecting other people’s belongings</li> </ul>	<b>Wave 1</b> <ul style="list-style-type: none"> <li>➤ Pushing and shoving</li> <li>➤ Hitting</li> <li>➤ Kicking</li> <li>➤ Teasing</li> </ul>	1,2,3 Magic Counting to warn – then 1 lose 1 minute
	<b>Wave 2</b> <ul style="list-style-type: none"> <li>➤ Biting</li> <li>➤ Spitting</li> <li>➤ Deliberately hurting others either physically or verbally</li> <li>➤ Teasing repeatedly</li> <li>➤ Gossiping and telling lies about others</li> <li>➤ Racist/Homophobic or SEND comments</li> <li>➤ Belittling or putting others down</li> <li>➤ Threatening others</li> </ul>	3 minutes 3 minutes 3 minutes  2minutes 2 minutes  5 minutes and report to Head  <i>Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with ‘Think About It’ sheets or restorative discussions</i>

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	<b>Wave 3</b> <ul style="list-style-type: none"> <li>➤ Stealing</li> <li>➤ Bullying</li> </ul>	Highest level of response to serious and repeated misconduct. e.g. Red Card Report, Risk Reduction Plans, Behaviour Plan, Exit Risk assessment Exclusion etc, may include formal Restorative process, shared with parents and monitored over a longer period. Head, SMT and parents will be involved
<b>Be Responsible and try your best</b> <b>Be a Rainbow Learner</b> <ul style="list-style-type: none"> <li>➤ Working hard</li> <li>➤ Keeping to task</li> <li>➤ Motivated and enthusiastic</li> <li>➤ Doing your best</li> </ul>	<b>Wave 1</b> <ul style="list-style-type: none"> <li>➤ Calling out</li> <li>➤ Refusing to cooperate</li> <li>➤ Off task behaviour</li> <li>➤ Disturbing others</li> <li>➤ Flouting class rules</li> </ul>	1,2,3 Magic
	<b>Wave 2</b> <ul style="list-style-type: none"> <li>➤ Flouting rules repeatedly</li> <li>➤ Lazy, opting out of tasks, wilful lack of work</li> <li>➤ Disrupting others so they are stopped from learning.</li> <li>➤ Cheating</li> </ul>	Loss of Rainbow Time 2 minutes 3 minutes and complete work at playtime 5 minutes timeout and 5 minutes Rainbow Time 5 minutes Rainbow Time
<b>Be Safe and where you should be</b> <ul style="list-style-type: none"> <li>➤ Keeping self and others safe</li> <li>➤ Playing and having fun but not hurting or spoiling anyone else's game</li> <li>➤ Being where you should be.</li> <li>➤ Remembering safety advice whilst in school and on school visits</li> <li>➤ Using the internet with staff supervision</li> </ul>	<b>Wave 1</b> <ul style="list-style-type: none"> <li>➤ Running in school</li> <li>➤ Playing games that can hurt themselves or others</li> <li>➤ Going in areas you should not go</li> <li>➤ Coming into the school building without supervision</li> <li>➤ Ignoring instructions from staff</li> <li>Not sitting on your chair properly</li> </ul>	1,2,3, Magic to warn first Loss of Rainbow Time 1 minute
	<b>Wave 2</b> <ul style="list-style-type: none"> <li>➤ Running off and hiding</li> <li>➤ Repeated ignoring of staff instructions</li> </ul>	3 minutes
	<b>Wave 3</b> <ul style="list-style-type: none"> <li>➤ Going off premises</li> <li>➤ Using the internet without permission</li> <li>➤ Misuse of STARZ, Social Media</li> </ul>	Highest level of response to serious and repeated misconduct. e.g. Red Card Report, Risk Reduction Plans, Behaviour Plan, Exit Risk assessment Exclusion etc, may include formal Restorative process, shared with parents and monitored over a longer period. Head, SMT and parents will be involved
<b>Respect for property</b> <ul style="list-style-type: none"> <li>➤ Caring for our building and grounds</li> <li>➤ Being neat and tidy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vandalism</li> <li>➤ Wilful/reckless damage of property and plants</li> <li>➤ Throwing litter about</li> </ul>	Wave 3 – serious – repair – inform parents etc Wave 2 – 3 minutes  Wave 1 – 1 minute

**Wave 1: Responses in the classroom/ by member of staff present**

Reminders: eg to walk in school – remember balance of 80 “Start” behaviours to 20% “Stop” behaviours

**The children have agree the following countable offences for 1,2, 3 Magic:**

- Fiddling with things when you are meant to be listening
- Touching someone else's property
- Calling people names / putting them down
- Not sitting on your chair properly
- Calling out / talking when someone else is talking

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- Not being where you should be
- Breaking other people's toys / models / drawing on someone else's work
- Swearing
- Pushing people
- Throwing things
- Not using things properly
- Running in school
- If someone has asked you to stop & you don't stop

**NB: Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with 'Think About It' sheets**

Missing playtimes to catch up on work

Restorative behaviour e.g. litter picking/helping wipe tables/going to back of lunch queue

Combat deception – lesser sanction if own up

Losing Rainbow Time (consistent number of minutes for different behaviour):

1 minute	2 minutes	3 minutes
Interrupting Answering back Shrugging Pushing and shoving Calling out	Hitting Kicking Teasing/ Belittling/ put downs Non-Cooperation	Swearing Lying Biting (first offence) Spitting (first offence)

**NB: Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with 'Think About It' sheets**

Missing playtimes to catch up on work

Restorative behaviour e.g. litter picking/helping wipe tables/going to back of lunch queue

Combat deception – lesser sanction if own up

**Wave 2: Responses to repeated or serious misconduct**

Actions include:

Head/ Teacher contacts parents

Pupil sees Head and/or SMT

Restorative discussion with Teacher and pupils – Stage 1

Restorative discussion with Head/SMT and pupils – Stage 2 – could be taken to Wave 3

Think about it sheets

Home/School books to monitor repeated misconduct

Wave 2 Behaviour
Racist, homophobic, sexist, disability comments Repeated teasing/ belittling Bullying Repeated acts of violence Lack of cooperation/disregard for a teacher's instruction

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Vandalism  
Threats or threatening behaviour  
Stealing

**Wave 3:** Highest level of response to serious and repeated misconduct. e.g. Red Card Report, Risk Reduction Plans, Behaviour Plan, Exit Risk assessment Exclusion etc, may include formal Restorative process, shared with parents and monitored over a longer period. Head, SMT and parents will be involved

### Wave 3 Behaviour

Repeated, continued and serious behaviour of any kind including:

- Racism
- Homophobic behaviour
- Disability discrimination
- Violence
- Vandalism
- Disrespectful behaviour

### Wave 3 Responses from SMT and Head to serious misconduct

**1 Internal playtime/ learning exclusion – short – recorded on SIMS – use thinkaboutit sheet – parents not usually informed unless it is repeated and continuous**

**2 Internal exclusion playtime or learning: 1, 2 or 3 day – contact parents – letter – back under license – parent meeting on return – Behaviour or Learning Plan – use of SEND support toolkits -**

**3. External fixed term exclusion 1,2 3 day or longer – clear guidelines and checklist for Head to follow – Parent meeting and letters -**

#### 4. Last resort – permanent exclusion

**B. At Lunchtime in the Dining Room – all of the above apply.**

[illegible]

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✓ Leaving unwanted food on the plate or in the lunch box.		
<b>Be Safe and where you should be</b> <b>Safe and helpful behaviours</b> <ul style="list-style-type: none"> <li>✓ Queuing sensibly</li> <li>✓ Waiting your turn</li> <li>✓ Walking around the dining room carefully</li> <li>✓ Helping younger pupils</li> </ul>	<b>Unsafe and unhelpful behaviours</b> <b>Wave 1</b> <ul style="list-style-type: none"> <li>✗ Pushing and shoving in the queue</li> <li>✗ Ignoring the needs of others</li> </ul> <b>Wave 2</b> <ul style="list-style-type: none"> <li>✗ Running around or through the dining hall</li> <li>✗ Making other pupils feel uncomfortable or scared of you</li> <li>✗ Racist/homophobic/disability/SEND related comments</li> </ul>	<b>1,2,3 Magic</b>  <b>Lose 2 minutes</b> <b>Lose 3 minutes</b> <b>Clearing</b>

**B. On the School Bus**

<b>Desirable Behaviour</b>	<b>Unacceptable Behaviour</b>	<b>Sanctions</b>
<b>Be respectful and tell the truth</b> <ul style="list-style-type: none"> <li>✓ Obedient to Bus Supervisor</li> <li>✓ Speaking in a quiet voice</li> <li>✓ Respecting seating spaces</li> </ul>	<b>Rude and selfish behaviour</b> <b>Wave 1</b> <ul style="list-style-type: none"> <li>✗ Not following bus supervisor instructions</li> <li>✗ Sitting in the wrong seats</li> <li>✗ Going upstairs when should be downstairs</li> <li>✗ Shouting across the Bus</li> </ul> <b>Wave 2</b> <ul style="list-style-type: none"> <li>✗ Eating on the bus</li> </ul>	<b>1 remind of rule</b> <b>Tell staff</b>  <b>Lose 2 minutes</b> <b>Internal Exclusion, loss or Rainbow Time</b>
<b>Be Safe and where you should be</b> <b>Safe and helpful behaviours</b> <ul style="list-style-type: none"> <li>✓ Sit in designated place</li> <li>✓ Helping younger pupils</li> <li>✓ Seatbelt on while the bus is moving</li> </ul>	<b>Unsafe and unhelpful behaviours</b> <b>Wave 1</b> <ul style="list-style-type: none"> <li>✗ Pushing and shoving in the bus</li> <li>✗ Ignoring the needs of others</li> <li>✗ Not walking with partner or caring for them</li> </ul> <b>Wave 2</b> <ul style="list-style-type: none"> <li>✗ Running around the bus</li> <li>✗ Removing seatbelt</li> <li>✗ Making other pupils feel uncomfortable or scared of you</li> <li>✗ Racist/homophobic/disability/SEND related comments</li> </ul>	<b>Remind of Rule</b> <b>Tell school staff</b>  <b>Lose 2 minutes</b> <b>Lose 3 minutes</b> <b>Internal Exclusion, loss or Rainbow Time</b>

This Policy will be reviewed on a three yearly basis but revisited each year for minor amendments.

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Appendix A

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**Monitoring and Supporting Behaviour: Learning, Conduct and Emotional Behaviours**

<b>Name</b>		<b>Class</b>		<b>Year</b>	
<b>Teacher</b>		<b>SEND?</b>		<b>Date</b>	

	Never	Rarely	Sometimes	Often	Mostly	Always
Colour and symbol	Red (.)		Yellow (/)		Green (X)	
Score	0	1	2	3	4	5

**EXPECTED BEHAVIOURS AT FHPS**

Be Safe and where you should be.	Be Kind and use kind hands, feet and works	Be Respectful	Be Responsible – be honest and tell the truth	Be a Rainbow Learner – Responsible, Resilient, Reflective Resourceful			
Conduct Behaviour – Actions – Kind hands, feet and words							
Be respectful to ALL staff eg listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back			1				
Be respectful to ALL peers eg interacts politely, listens, take turns, shares, does not dominate, provoke, push in , take equipment from others			2				
Seeks attention appropriately eg. Does not distract or interfere with others, talk over someone else, call our, deliberately disrupt			3				
Kind words eg is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc.			4				
Kind hands and feet eg is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc			5				
Be respectful to property eg cares for books and equipment, does not steal, damage, destroy, vandalise, drop litter, break			6				
Emotional Behaviour							
Has empathy eg is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring			7				
Has good social skills eg interacts appropriately with others, has some friends, does not appear isolated			8				
Be happy eg has fun at appropriate times, joins in , smiles, laughs, is cheerful, does not appear unhappy, withdrawn or tearful.			9				
Be resilient and confident eg has self esteem, positive self			10				

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image, relaxed, brave learner, outward going, resilient and robust, does not fear failure, new things or risk taking.							
<b>Be emotionally resilient</b> eg has self control, patience , is not easily annoyed by others, does not suffer mood swings, over react, lose control, run away etc.	11						
<b>Is responsible</b> eg will own up when things go wrong, accepts mediation, does not blame others, lie bear grudges etc	12						
<b>Rainbow Learning Behaviour and Effort: Responsible, Resilient, Reflective and Resourceful</b>							
<b>Be responsible and attentive</b> eg shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not distract others	13						
<b>Be resourceful and organised</b> eg works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment	14						
<b>Be an effective communicator</b> eg clear coherent audible speech, good eye contact, takes part in class discussion, will <b>reflect</b> offer answers and ideas, volunteer	15						
<b>Teamwork: Be an effective group worker</b> eg take part in discussion, contribute ideas, listens well, works collaboratively, takes responsibility within the group	16						
<b>Be a resourceful and independent learner</b> eg requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them, know lesson objectives, reflective – thinks for themselves	17						
<b>Be a resilient and brave learner</b> eg Will take a learning risks, reflects on mistakes – understands that mistakes support learning, keeps on trying when tasks are hard	18						
<b>Is punctual and on time for school</b>	19						
<b>Attends school regularly – at least 90% expected – 95 % + ideal</b>	20						
<b>Total points</b>	100						

Inadequate	Unacceptable	Borderline	Acceptable	Good	Outstanding
0-19	20-39	40-54	55-74	75-89	90-100
Red	Red	Amber	Amber	Green	Green

**Appendix B – "Thinkaboutit" Sheet – incorporating the 5 Questions**

FHPS: Restorative Approaches: Here to help

Name:

Date:

*"We have a problem, we can sort it out."*

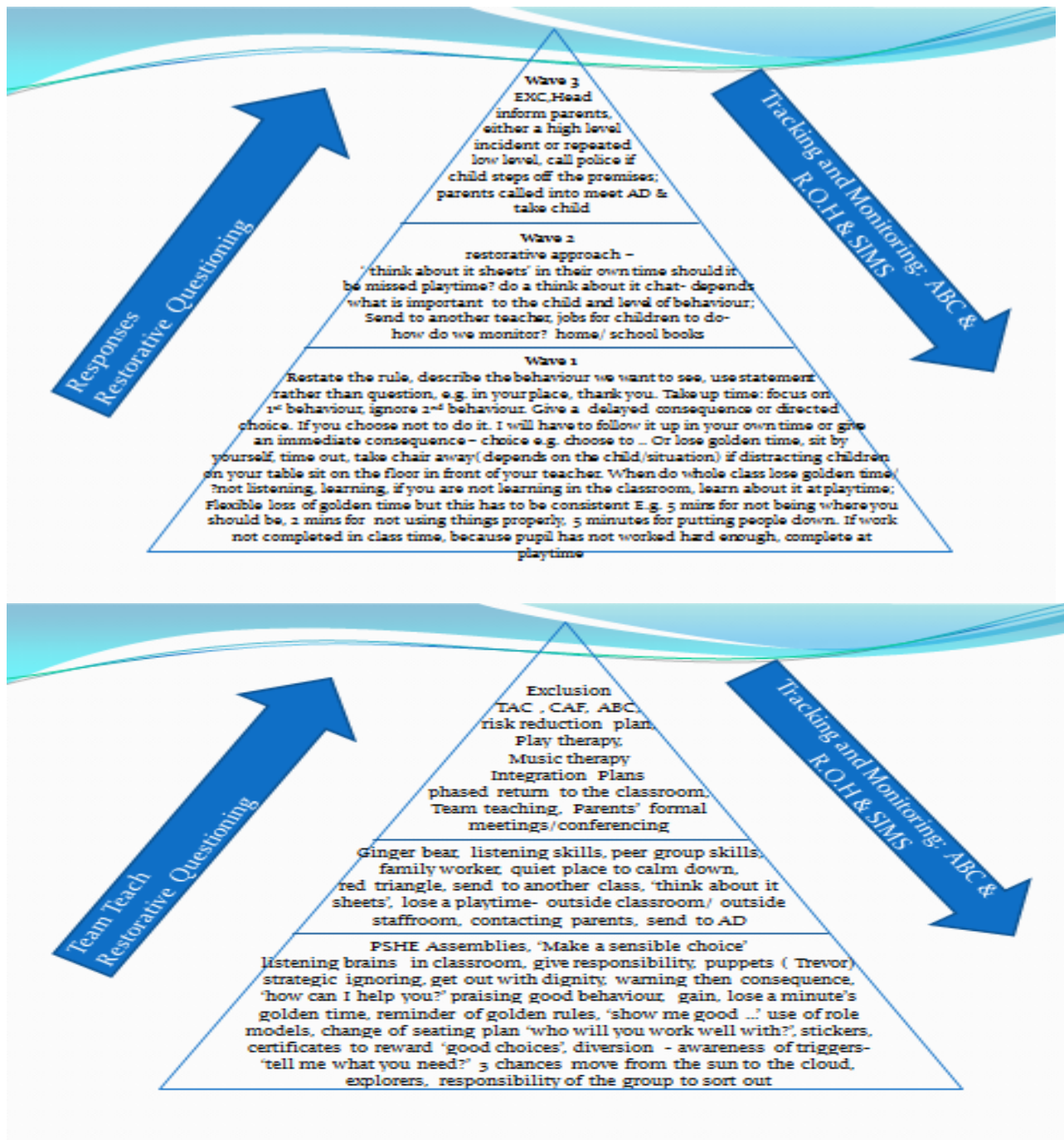
*Five Questions to help you think about it!*

What happened? What's happening? Who? When? Where? Why? What?	Give clear details, please.
What were you thinking and feeling at the time?	
What do you think and feel now?	
How have you and others been affected?	
What do you need for yourself?	
What do you need to do to put things right?	



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**Appendix C: Overview Supporting Behaviour and Self Esteem.**





# Anti Bullying Policy – Under Review – 2016/17

Fenstanton and Hilton Primary School

2013

## **Fenstanton and Hilton School Anti Bullying Policy**

Fenstanton and Hilton Anti Bullying Policy is placed within the School's safeguarding compendium of policies

### **Shared belief about Bullying**

Bullying damages the mental health of children, young people and adults, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all adults, children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. We aim to create a climate and school environment in which everyone agrees that bullying is unacceptable. We are committed to tackling it in order to improve outcomes for all.

### **Our definition of bullying**

- It is deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### **Forms of Bullying**

Anyone can be bullied for almost any reason or difference. Bullying behaviour across all types of bullying can represent itself in a number of different forms.

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

**Verbal** – **Put downs, (disparaging remarks)** by being teased in a nasty way; called gay (whether or not it's true); insulted about their **physical appearance**, family arrangements, race, religion or culture; called names in other ways or having offensive comments directed at them Add homophobia put in phrase discussed with Drew;  
Gay = Good As You

**Indirect** – by having nasty stories told about them; being left out, ignored, **blanking**, or excluded from groups. **Issues in the community which impact school life and pupil interaction**

**Electronic / 'cyberbullying'** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones and games.

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**Types of Bullying**

- Racist - race, religion or culture
- Educational Difference eg more able, less able
- Disability: Special educational needs (SEN) or disabilities
- Appearance
- Health/illness
- Homophobic – sexual orientation
- Home issues – young carers or looked after children.

**(See Appendix B for further explanation )**

The school recognises that anyone can be involved in a bullying incident. Bullying is a complex type of behaviour occurring between individuals and groups.

Different roles within bullying situations can be identified and include:

- The ring-leader, the person who, through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Individuals can adopt multiple roles at the same time eg:

- a bullied individual might be bullying another at the same time
- a seeming ‘reinforcer’ might become a ‘defender’ when the ringleader is not around).

To ensure bullying is not acceptable in our school the following strategies are in place to support our aims:-

- *We raise the profile of bullying and the effect it has on everyone’s emotional health and well being, life chances and achievement*
- *Clear agreement: no form of bullying is acceptable*
- *Use of restorative approach – 5 questions: prevent, de-escalate and /or stop any continuation of harmful behaviour.*
- *encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.*

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- *We respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy - Use the 5 questions and Restorative Approach to support Victims and Perpetrators*
- *We safeguard and offer support and comfort to those who have been bullied.*
- *We apply reasonable and proportionate disciplinary sanctions to those causing the bullying within the Restorative Approach*
- *We support those who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour*
- *We identify vulnerable CYP and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding when needed.*
- *We ensure all staff are trained and supported and model positive relationships*
- *We regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors – all incidents are recorded on SIMS Behaviour tab*
- *We seek parental support and peer group support and co-operation at all times*
- *publish our anti bullying policy for parents on the website*
- *We provide curriculum opportunities including using the Cambridgeshire Scheme for PHSE. This includes learning about bullying, discrimination, personal safety and domestic violence*
- *Use circle time to encourage discussion*
- *Ask children if they have someone they could talk to. How safe do you feel at school questionnaire to be carried out in Feb and Oct ( see JD)*

**How to manage incidents**

Use the 5 questions – the restorative approach

- remain calm, you are in charge. (Reacting emotionally may add to the bully's fun and give the bully control of the situation)
- take the incident or report seriously
- take action as quickly as possible establishing precisely what has happened and the accuracy/truth of incident make a record –
- reassure the victim(s) (don't make them feel inadequate or foolish.).
- Make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view – use of the Thinkabout it sheets
- inform colleagues when appropriate: you should never keep the whole incident a secret because you have dealt with it – Use SIMS behaviour log and send details to relevant teachers
- try to look objectively at the behaviour with the bully

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- Teacher or lunchtime Co-ordinator to record the details of an incident on SIMS Ask children to complete a ‘thinkabout’ it sheet. This may be done as a group
- **tell the class teacher** who may choose to immediately involve the team leader, deputy head or head teacher

**Sanctions** – Restorative approach is paramount – 5 questions first. Any punishment of the bully must be considered carefully. Reacting aggressively, or unduly punitively gives the message that it is alright to bully if you have the power

- The purpose behind the punishment should be clearly explained
- Following clarification and substantiation of the facts the headteacher may inform the parents of both bully and victim calmly, clearly and precisely. They will reassure both sets of parents that the matter will not linger on or be held against anyone. Both sets of parents will be given the opportunity to discuss the incident further with the Head teacher
- In the case of cyber bullying children will lose their STARZ account for a period of time. Their parents will be informed.

Add individual report forms to appendix

**Monitoring**

To ensure that incidents of bullying are monitored and reviewed effectively the following procedures should be adhered to:

- Low level incidents and action taken should be recorded by class teacher on the sheet on SIMs and copied to key staff.
- Incidents of a more serious nature will be recorded and copied to the Head teacher
- All recorded incidents will be reviewed annually by the Head teacher and overall trends reported to the governing body
- Racist, homophobic, disability, SEN, and sexist incidents will be reported to the LEA termly

**Evaluation**

The school has allocated specific responsibility for anti bullying work to the schools PSHE Coordinator) who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- evaluating data to inform policy development
- co-ordinating anti-bullying curriculum opportunities
- overseeing the effectiveness of the anti-bullying prevention and response strategies

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- Supporting staff to ensure alignment with the school anti-bullying policy and practice

This Policy will be reviewed on a three yearly basis.

## **Appendices**

### **Appendix A**

Types of Bullying

### **Appendix B**

Incident reporting

### **Appendix C**

Racist Incident Prompt Sheet

### **Appendix D**

Support Approaches – Restorative Conferencing

## **Appendix A: Types of Bullying**

### **Bullying related to race, religion or culture**

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools have a statutory duty to log all incidents of racist or faith- based bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

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#### **Bullying related to special educational needs (SEN) and disabilities**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

#### **Bullying related to gifted and talented children and young people**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not ‘fitting in’ and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

#### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

#### **Bullying related to sexual orientation**

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

**Homophobic bullying** includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative context. Also spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging

#### **Bullying of young carers or looked after children or otherwise linked to home circumstances**

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be



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expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

### **Sexist or sexual Bullying**

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

### **Appendix B: Incident Reporting**

#### **– Use Behaviour Tab on SIMs and Thinkabout it sheet**

This form should be completed within 24 hours of the incident’s being reported. Due consideration should be given to issues of confidentiality, including third party information.

The school submits termly reports of racist incidents electronically on the PRIDE website

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders

---

### **Appendix C - Responding to and Following Up Incidents of Bullying**

This appendix outlines the reconciliation processes and approaches the school may take when responding to incidents of bullying.

#### **SUPPORT APPROACHES – Restorative Conferencing**

- Support Group Approach (previously called No Blame Approach),
- Method of Shared Concern
- Anti Bullying Council and contract of promises
- Peer Mediation Service using the ‘My Turn, Your Turn’ approach.

#### **The Support Group Method (No Blame Approach) – How It Works**

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in Educational Psychology in Practice (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

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When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator. It should be noted that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

#### **Step one – talk with the victim – use the Thinkaboutit sheet.**

*When the facilitator finds out that bullying has happened, they start by talking to the person who has been bullied. During this conversation the listener encourages them to describe how they feel with reflective comments such as, “That must be very hard for you ... So you have felt really upset”.*

*The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, “They have all been ignoring me, nobody will talk to me.” might be replied to with a response like, “So, you felt really lonely and you were upset that you had nobody to talk to”.*

*It is important that the person being bullied understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained they usually feels safe, and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.*

*The facilitator should end the meeting by:*

- *Checking that nothing confidential has been discussed which should not be disclosed to the group.*
- *Asking the person to suggest the names of those involved, some colluders or observers and some friends who will make up the group.*
- *Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.*
- *Offering the person an opportunity to talk again at any time during the procedure if things are not going well.*

*The person who is being bullied is not invited to join the group to present their own account, as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.*

#### **Step two – convene a meeting with the people involved**

*The facilitator arranges to meet with the group of pupils who have been involved and suggested by the person who has been bullied. A group of six to eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.*

#### **Step three – explain the problem**

*The facilitator starts by telling the group that they, the facilitator have a problem – they are worried about ‘John’ who is having a very hard time at the moment. The facilitator recounts the story of ‘John’s’ unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.*

#### **Step four – share responsibility**

*When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:*

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- *No-one is in trouble or going to be punished*
- *There is a joint responsibility to help 'John' to be happy and safe*
- *The group has been convened to help solve the problem.*

### **Step five – ask the group members for their ideas**

*Group members are usually genuinely moved by the account of their peer's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.*

*Each member of the group is then encouraged to suggest a way in which 'John' could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.*

### **Step six – leave it up to them**

*The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.*

### **Step seven – meet them again**

*About a week later, the teacher/ facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.*

*These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.*

**The above description of the Support Group Method is taken from Lucky Duck Publishing website.**  
[www.luckyduck.co.uk](http://www.luckyduck.co.uk).

The entire process showing the seven steps is available as a training video (Michael's Story - The No Blame Approach. Maines and Robinson, 1992). A fuller account of the development of the work is published in a book "Crying for Help." Robinson and Maines 1997 Lucky Duck Publishing Ltd.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process. However, having trailed this process, schools may feel that adjustments are required to ensure that the programme suits the needs of their school and individual children and young people. Schools may feel, for example, that where it is suggested that no notes are required in step 6, they may wish to make discrete notes after the meeting, for their own reference.

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### IDEAS

Work in progress Nov 2016 17

JD working as a learning mentor 3 mornings a week  
to coordinate CAFs  
Champion pupil premium and disadvantaged children  
To support progress of disadvantaged meeting  
Track work with children ( emotional conduct can be scored see Marina)  
Behaviour mentoring sheet  
Coordinating TAF meeting take minutes attend LARM meetings  
Attend PEP meetings  
Link with Marina and Lorraine and Ian  
Every child who is PP will have some support  
Antonia will keep MOSI on children  
She may become a designated person  
Not doing first aid  
Meeting room may be a better place to work due to sensitive information.

### Hazel

Taking on a project anti bullying and girls friendships. Jenny to take on house system