



St Stephen's RC Primary School

Relational Practices and Approach Policy

Vision

'**Every** child, **Every** chance, **Every** day!'

Mission Statement

'Love one another, as I have loved you.'
John 13:34

Our Values - St Stephen's CARES

Compassion, **A**mbition, **R**ejoice, **E**xcellence, **S**ervice

C ompassion	<i>be compassionate in all of our actions</i>
A mbition	<i>be ambitious – better ourselves and those around us</i>
R ejoice	<i>be rejoiceful – celebrate the Good News</i>
E xcellence	<i>be excellent in everything we do – work hard always</i>
S ervice	<i>be a steward of the Lord – a service to the community</i>

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St Stephen's RC Primary Blueprint

Our principles are based on relational practices. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of [#teamststephens](#), we adhere to the rules of being: **'Be Ready, Be Respectful, and Be Safe.'**



Our policy is based on;

- Section 175 of the education act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupil's behaviour and publish a behaviour policy and written statements of behaviour principles, and gives schools the authority to confiscate pupil's property.

Aim of the Relational Practices and Approach Policy

1) We believe that if a child could do better they would
<p>Many children and young people do not know why they behave the way they do. As a result of early negative experiences, their autonomic* nervous system is convinced that adults cannot be trusted and all environments contain hidden threats. We understand that we all play a role in supporting a child to do better.</p> <p>*involuntary or unconscious</p>
2) Relationships, Relationships, Relationships
<p>By relationships we mean:</p> <ul style="list-style-type: none"> • RELATIONSHIP from the children's perspective • RELATIONSHIP from the teacher's perspective • The priority given to RELATIONSHIP formation and maintenance from school leadership' (Riley 2011) • The RELATIONSHIP we have with ourselves and our own well-being. <p>We understand that positive teacher-child relationships have been shown to contribute to childrens' attendance, academic grades, psychological engagement and reduced disruptive behaviours. We know that supportive teacher-student relationships can also help in overcoming family education disadvantage.</p> <p>We know we must recognise <i>blocked care</i>* and our risk of slipping from our social engagement system.</p> <p>*when it becomes difficult to remain open and engaged</p>
3) We accept all emotions but not all behaviours
<p>We see all behaviours as an opportunity to learn. We believe in the unconditional acceptance of the emotional experience that lies behind behaviour, while communicating that the behaviour is indeed unacceptable for the child's life as it gets in the way of healthy relationship development or learning.</p> <p>We believe that discipline is based on the needs of the young person not our adult wants.</p> <p>We develop strategies aimed to work with a children's biology instead of against it.</p> <p>We understand that co-regulation must occur before self-regulation can be learnt.</p> <p>We know that a child must 'feel safe' and not be told they are safe.</p>
4) We identify and address the cause not the symptoms
<p>Beneath every behaviour there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptoms. We understand that complicated behaviour deserves a more complex response which involves a 'state dependent' intervention rather than a one size fits all.</p>
5) We foster a culture of compassion and repair
<p>Compassion to accept the individual experience: why people are suffering and what has happened to them.</p> <p>Compassion of understanding: every function is an adaptation and everyone is doing the best they can with the resources they have inside them and around them.</p> <p>Compassion of possibility in the here and now: every interaction is an opportunity for repair, re-attunement and growth for a positive vision of the future and self.</p> <p>Compassion for the importance of voice, choice and empowerment: we give voice and offer choice within our relationships with children, families, staff and are inclusive in the process of transformation.</p>

All staff must:

- Take time to welcome children at the start of the day
- Be at the classroom door of their teaching rooms at the beginning and end of each lesson/day
- Never walk past or ignore children who are failing to meet our expectations
- Encourage use of positive praise, phone calls/ postcards and certificates, stickers, house points/dojo points
- Always redirect children by referring to '**Be Ready, Be Respectful, and Be Safe**' and our values **CARES (Compassion, Ambition, Rejoice, Excellence and Service)**

The Head teacher, Deputy Head teacher and Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/ postcards and certificates, stickers, house points/dojo points
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

The Governing Body is responsible for ensuring that all aspects of the school's Behaviour Regulation Policy and its application, promote equality for all pupils. The roles include:-

- a) The Governing Body defining the principles underlying the Policy.
- b) The Governing Body framing and establishing an environment that encourages positive behaviour and regular attendance.
- c) The Governing Body ensuring that school leaders are trained in emotional coaching and restorative practice, which is integral to our this policy, and that all staff are trained in this approach.
- d) The Governing Body ensuring that the policy is consistently and fairly applied.

Parents/Guardians can contribute in the following ways:

- Being interested in their child's learning.
- Supporting their child to continue to develop emotional regulation skills at home, building upon strategies learned through school.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be fair and just
- Have a sense of humour

Happy, Safe and Secure Classrooms

#teamststephens Rules	Visible Consistencies	Over & Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Lovely Lines 3. Wonderful Walking 4. Marvellous Manners 5. Spectacular silence 6. Legendary Lining Up 7. Terrific Transitions 8. CARES	1. Recognition Board 2. House Points/Dojos 3. Certificates 4. Home Contact 5. Positive notes 6. Class Rewards

Relational Practice in classrooms

- Busy Being Brilliant - always doing the right thing
- Family team - connected
- Name it to tame it - explicit - self regulation
- Make it better next time



The first beats of the lesson

- Identify loudly the behaviour loudly from the start
- Straight on the recognition board for that, well done.
- Enthusiastic - infectious and contagious - communicating your expectations
- Predictable, consistent and relentless

Children will be recognised for their good behaviour. Examples:

- Children's names will be moved onto **recognition boards** when they have exhibited the target behaviour for that day. We all follow the same plan as shown in the table below:

Monday	Tuesday	Wednesday	Thursday	Friday
Compassion	Ambition	Rejoice	Excellence	Service

- The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the intended value. A child's name will not be removed from the board once it is on.
- Certificates, good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- **All staff** make at least one positive phone call home each week.
- Dojo points will be given out by all staff (in ones) for demonstrating our rules and our values - **this must be explicit to the child**. 'Thank you xxx for holding the door, **how respectful**, one dojo point'.
- Hot Chocolate Friday winner for the 'star of the week'.

House Points/Dojos

On class dojo, class teachers will group the children into their house points. We have four houses - Red, Blue, Yellow, and Green. This means that dojo points now equate to house points too. Each week in assembly, the house points are totalled up and that week's winners are announced. Each teacher is assigned a house and they will meet as a group once a term.

Dojos are awarded for:



It is important that dojos reflect our world class behaviours and are rewarded inline with our School CARES Values.

Playtimes/ Lunchtimes:

Expectations for free time:

- Be consideration and cooperative with others
- Use kind words
- Use equipment safely and properly and return in good condition
- Share space with others
- Put rubbish in the bins
- Sweep the Sheds

Lunchtime organisers are encouraged to hand out dojo points in line with our school values too.

Stepped Boundaries

Step 1: Reminder	
Script	Example in action
I noticed you chose to ... (noticed behaviour) This is a REMINDER that we need to be ... (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening.	'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

Step 2: Warning	
Script	Example in action
I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me with no choice but to ask you to leave the room/ go to the quiet area (use child's name) Do you remember when ... (model of previous behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. I'm glad we had this conversation.	'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and managed to finish it? That is what I need to see today. Thank you for listening.'

Step 3: Calming time - in the classroom	
Script	Example in action
I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate places in the classroom e.g., reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.	'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening
<p>Child sent to designated area of the classroom. 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.</p> <p>Child to complete an appropriate task depending on the situation e.g., sitting to calm, a reflection sheet, continuing with work, etc. If behaviour improves, return to normal place. If not or if the child refuses, call for a member of the CARE Team to support. Stand alongside leadership. It is so important that it is not someone else's problem to deal with behaviour - if you push the panic button and remove straight away then this sends the wrong message. It is important for colleagues to stand alongside each other. Message of unity. This shows a large and determined team. Silent act - authority always go with the classteacher</p>	

Step 3: Calming time - in another class (an agreed year group/experienced teacher)	
Script	Example in action
I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.	'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Miss..Mr.'s classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'
Child escorted to designated colleague / follow up to check child has arrived. Remainder of lesson working alone without causing further disturbance. Possible removal of privilege / playtime. Teacher must provide work / activity for the child to complete and communicate this to the colleague. If behaviour improves, return to class. If not or if the child refuses, move to Step 4.	

Step 4: Triage - The Oasis or The Nest - member of the CARE Team	
Script	Example in action
I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.	'I have noticed you have chosen to continue to use rude words. I will now contact and you will need to complete your learning there. I will come and speak to you at the end of the day. Thank you.'
<p>Child escorted to / collected by appropriate adult (not sent with another child). Child will stay for the remainder of the lesson up to a half day working alone without causing further disturbance. Possible removal of a privilege / playtime. Teacher must provide work / activity for the child to complete as soon as possible after removal. Record on CPOMs.</p> <p>What happens here? Once the child has been removed from the classroom, it is now about talking, supporting and restarting to get them back into the classroom - 'how can we return this child back into the classroom swiftly'. There is a no blame environment in The Oasis or The Nest - no blame or judgement - this is a process. Children may stay for one lesson only. Teachers follow up after the lesson- it is important for teachers to do this to reset expectations. Being removed from class is a consequence - this is about what you need, not what you have done. Children will meet an adult who can help them here. This is a time for the child to get more support. 'Same day intervention' 'What does this child need'. The child (upper KS2) will receive this:</p> <ol style="list-style-type: none"> 1. You have arrived at The Oasis/The Nest expect to be here for the rest of your lesson or 30 mins 2. Our job is to help you get back to learning. None of the adults here have anything to do with what has just happened - they are not responsible for consequences. They will not talk to you about why you or out of class unless you want to. 	

3. What happens next? There are three choices available here. You may be asked to choose one or you may be directed to one by choice of the adult. 1. Self regulating space. 2. Talk, support and reset. 3. Quiet space to study. We are here to get you ready for the next lesson.

When children arrive at The Oasis/The Nest some children may be quiet, need some meditation. This is a tailored response - this does not undermine the teacher - it is needed. Talk, support and reset - emotional coaching

If a child is brought to the Oasis / The Nest for safety, see de-escalation script below.

For regular occurrences/need for the Oasis/Nest:

- Discussion with KS Lead / SENDCO / Head Teacher as appropriate.
- Parents are informed of withdrawal by the teacher or SLT depending on the nature of the incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside children, reduced school day, etc.
- Referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.

Follow up, Repair and Restore - Always

- What happened? (Neutral, dispassionate language.) What were you feeling at the time?
- What have you felt since? How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

Consequences:

Consequences *should*:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against everyone at [#teamststephens](#)
2. Never apply to a whole group of children for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Sanctions that are used: LOFT Time (Loss of Free Time), Internal Exclusion.

De-escalation: Some children exhibit particularly behaviours based on early childhood experiences and family circumstances. As a school we recognise their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. When dealing with an episode of dysregulation, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort by trained staff only. The school will record all serious behaviour incidents on CPOMS. Our approach is as follows:

Step One: Protect - *ensure that the environment is safe, recognise the emotion, empathise and soothe to calm*

The first step to de-escalating the stress is to remove the child from the situation, to a space that is calm. This is not a punitive measure, it is done in a non-shaming way, protecting their dignity while they are in the super-heightened state of anxiety, stress and anger. Very often, in the moment, the child is completely unaware of their actions. The child is always taken 'somewhere with someone' to a quiet place with an Emotionally Available Adult (EAA) or a present, focused care-giver, who can help them self-regulate and lessen the stress levels. This is the 'early break system'.

Step Two: Relate - *validate the feelings and name what you see (e.g. the emotion is likely to be underlying the child's behaviour). For example, 'Child A, you look really angry today.'*

The Emotionally Available Adult (EAA) is non-judgemental, empathic and curious about what happened, and accepts and validates the child's emotions beneath the behaviour - *'I can hear that it is very annoying what that happens. Yes, I can see why that might make you very angry.'* They create a connection with the child or young person before any attempt to address the issue - connection before correction.

Step Three: Regulate - *Support the child to use their regulation strategies (e.g. kicking a football, having a cold drink, eating something crunchy, time in a calm room.) Give praise for the use of regulation skills.*

The child must feel safe to move from the highly stressed fight, flight or freeze response to social engagement when they can be supported to co-regulate. The Emotionally Available Adult (EAA) co-regulates with the child or young person, helping them to relax and be calm. Often, play-based or art-based activities are used to help decrease the high levels of stress hormone the child is experiencing. This does not reward bad behaviour, it is a necessary developmental experience to enable the capacity to reflect.

Step Four: Reflect - *Problem-solve with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion, e.g. 'I wonder if these angry feelings are because you are feeling left out.' Show empathy and acceptance of the feelings, e.g. 'I get it. I would feel angry if I was feeling left out too.'*

Often, children who have experienced ACEs or other trauma, suffer from alexithymia are unable to identify, explain or describe their emotional state. They have no previous experience vocalising or talking about what is happening to them, or what has happened in the past. They literally don't have the words to explain it. The Emotionally Available Adult (EAA) helps them to mentalise - interpret and understand their behaviour psychologically, in terms of underlying thoughts, feelings, wishes, and intentions. Once the child is regulated, with the support of the Emotionally Available Adult (EAA), they begin to reflect and 'unpick' what happened, running through the series of events and their thoughts, feelings and behaviour.

Step Five: Repair - *where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the act of repair of this relationship, so that the child knows that the 'relationship is bigger than the act'.*

It is important to repair the relationship. The Emotionally Available Adult (EAA) models how to take responsibility for their part in what happened - *'I am so sorry I have to remove you from the classroom. I imagine that was difficult for you, but I could really see you were not managing.'* Where appropriate, together with the Emotionally Available Adult (EAA), they can reflect on how to put right what went wrong. This is instigated by the child at an appropriate time and allows for reconnection and recovery, rejoining the class and reconnecting with their teacher. It is not about forcing a child to apologise - this can be detrimental and further shames the child.

Use of reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Language

Please focus on consistently using the following language:
Dysregulation
When a child is in crisis and are struggling to manage their emotions
Emotional dysregulation is a poor ability to manage emotional responses or keep them within an acceptable range of typical emotional reactions. (e.g. sadness, anger, irritability and frustration.)
Co-regulation
When an adult helps a student to manage their emotions
Warm and responsive interactions that provide the support, coaching and modelling children need to understand, express and modulate their thoughts, feelings and behaviours.
Self-regulation

When a student can manage their own emotional responses
Conscious personal management, allowing someone to guide and manage their own thoughts, behaviours and feelings.
Window of tolerance
The zone in which a person can function most effectively
The zone where intense emotional arousal can be processed in a healthy way allowing you to function and react to stress or anxiety effectively.
Attachment Seeking
As opposed to 'attention seeking'
<i>Often anxious students need a secure base as a result of on/off parenting. They use over developed verbal skills to gain reassurance.</i>

Some quick tips to support co-regulation
1 – Use EMPATHY (I wonder I imagine... I noticed...)
2 – Use MENTAL STATE TALK (helping young people to put words to their feelings)
3 – Use ATTUNEMENT (attune to the pain – meet the student at about 1/3 of their emotional state – 'meet the energy of the child's distress')
4 – Use PROSODY – how you use your voice (be aware of intonation)
5 – Use short phrases
6 – Use gentle repetition
DONT'S: Don't ask lots of questions. Don't provide lots of facts

Understanding Individual Needs

The child is at the heart of everything we do, therefore we take time to ensure that we have a good understanding of the individual needs and strengths of each pupil. We do this through spending time with the child, observations, information from their families/carers and other agencies, and assessment. Individuality and diversity are celebrated, and therefore we employ a flexible, creative approach to meeting pupils' needs.

We take a holistic view of each child, taking into account their learning, social, emotional and mental health needs. An initial assessment of learning needs (such as a dyslexia screening tool, cognitive assessment and ACEs assessment) and social/emotional/behavioural needs (boxall profile) is undertaken when we feel it necessary and when we consider the pupil's specific needs within a school environment, then a personalised holistic plan can be developed. We think creatively about how to meet each pupil's needs and provide a bespoke package of support. These children will receive a provision map, which is regularly reviewed and adapted, which details what we know about the child, their home life, their ongoing needs, and how best to support them. This provision map is available to all staff working with the child, which leads to a consistent approach in how staff manage their learning and behaviour. A regular review is undertaken which focuses upon what is working, and what is not, to allow staff to adapt their approach.

Use of Suspension (for more detail please refer to *Suspension Policy*)

Suspensions may occur following extreme incidents at the discretion of the Head teacher. A suspension will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the CARE Team, SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion or Out of School Transfer

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND Policy.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Relational Practices and Approach Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may be needed, but the same principles of promoting good behaviour through the policy will always apply.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual

	gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will seek to prevent bullying by:

- developing a behaviour curriculum - The St Stephen's Way, that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities.
- holding regular discussions with staff, pupils and families about bullying and how to prevent it.
- providing support and training for all staff on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying.
- putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, children and families will focus on:

- the responsibilities to look after one another and uphold the St. Stephen's Way
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Responding to bullying

We will make sure our response to incidents of bullying considers:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole. We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

For more information on Bullying see our Anti-Bullying Policy