Trauma Informed Relationships & Behaviour Policy

Lambourn CofE Primary School

"Let Your Light Shine"

We take our vision from the candle that we light at the start of each collective worship as it represents the school being a beacon within the community. Through great education and guidance, we are lighting the pathway in life and the light of Gods' love.

Our Bible Verse - Matthew 5:14 – 16

14 "You are the light of the world. A town built on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

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1. Introduction

Lambourn CofE Primary School is committed to providing an education of the highest quality for all children and recognises this will be achieved by supporting and promoting excellent behaviour for all.

2. Aims - Behaviour

To provide a happy, secure environment based on mutual respect and the pursuit of personal development. Through the development of a positive atmosphere where young people feel listened to, we view behaviour as a communication of need, which requires support with clear boundaries and high expectations for all.

- To ensure that all members of the school community feel safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow children to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others.
- To teach children how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.
- To ensure that school rules and expectations are shared and understood by all members of the school community and are consistently upheld.
- To emphasise and model positive behaviours.
- That children are encouraged to take responsibility for their own behaviour, and are sensible, trustworthy and polite.
- When behaviour is hard to understand and manage, we start from understanding the human need for attachment, belonging and safety.
- In dealing with behaviour, we promote natural, educational and restorative consequences, which help our children to repair, rebuild, grow, improve and sustain their relationships in school.

3. Purpose of the policy:

To provide guidance to staff and learners that can be:

- Accessible and applicable at all levels within the educational setting.
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy.
- Monitored and evaluated as part of a plan-do-review cycle, with input from children, parents/carers and governors.
- To provide a framework for creating and sustaining a school climate in which children are in their optimum state for learning.

4. Ethos:

Lambourn School strives to create a community which is trauma informed. This approach is embodied by our aspiration to build a consistent and caring ethos which permeates our school environment, one in which staff ***"are aware of and explicitly focus on the quality of their interactions with students to develop classroom communities that promote academic, social, and emotional growth"*** (Reeves & Le Mare, 2017). We have developed a behaviour policy which places relationships at the cornerstone for children to thrive, both academically and in relation to their wellbeing. Interactions are positive, supportive, and non-judgemental, and for those who have experienced trauma are characterised by Playfulness, Acceptance, Curiosity & Empathy (PACE). We aim to have a personalised and differentiated approach to discipline and behaviour, to ensure all children are listened to, and valued.

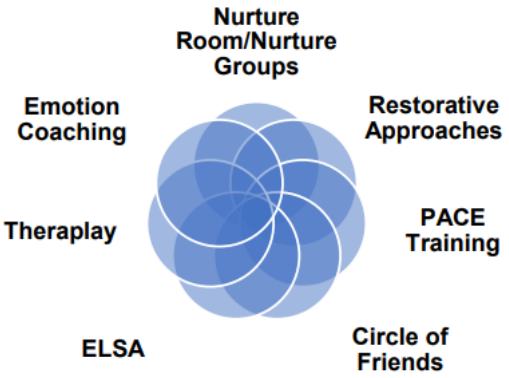
Additionally, ***"secure teacher–student relationships predict greater knowledge, higher test scores, greater academic motivation, and fewer retentions or special education referrals than insecure teacher–student relationships"*** (Bergin & Bergin, 2009). Research of this nature supports the use of trauma informed approaches to behaviour in schools and other educational settings, not only for children who have experienced trauma but for the whole school.

What is trauma?

Trauma may be defined as repeated cycles of stressful events and the inefficient turning on or off of stress responses. When in a heightened stress state, the brain automatically enters fight or flight survival mode, which can result in challenging behaviour. This is particularly pertinent for children who experience toxic shame. It is therefore fitting that the school's behaviour policy clearly recognises that some children will require a different, alternative approach to help them succeed. Breaking the cycle of trauma -> stress->behaviour->restriction. The concept of coregulation, leading to eventual self-regulation can help support this process.

Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child's abilities, needs and experiences. Whilst most children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. This is particularly true for children who have experienced trauma.

Examples of trauma informed interventions:



School & Pupils

The following steps may be taken when dealing with incidents:

- Behaviour is recorded on the CPOM's Behaviour Incident Report.
- Contact parents via phone or face to face or for a more formal meeting with Principal/SLT (as appropriate).
- Minor fixed-term exclusion or major fixed-term exclusion.
- Permanent exclusion.

5 STEP METHOD TO MANAGING BEHAVIOUR

At Lambourn C of E Primary School we use positive reinforcement, however if poor behaviour persists we will adopt this 5-step method:

1) **instruction/reminder (with emphasis on what good behaviour is expected)**

e.g. ***'I need you to ……Thank you'*** (Give take up time)

2) **warning (with reminder of consequence)**

e.g. ***'This is a reminder. If you choose to do as you were asked, you are making a good choice.***

(choosing appropriate behaviour). ***If you choose not to do as you were asked you are choosing a consequence. Make a good choice, (name) thank you.'***

If bullying is suspected or reported, the incident will be escalated immediately by the member of staff who has been approached.

- A clear account of the incident will be recorded and given to a member of SLT - Senior Leadership Team - (Key Stage Lead or Principal)

- The Key Stage Lead or Principal will interview all concerned and will record the incident
- Class teacher will be kept informed of actions and if the teacher feels the behaviour persists the class teacher will re-escalate to SLT
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

5. Sanctions

- Staff will make a professional decision and adopt the most appropriate strategies to deal with the situation (in the classroom)
- Reminder of the rule
- Verbal or visual warning. (Language of choice and consequence)
- Official warnings to cease inappropriate behaviours
- Time out for a period of reflection or to complete a piece of work. (To another class, Key Stage Lead or Principal, if necessary)
- Break time missed – walk around with teacher on duty or sit in isolation
- Apologies made as appropriate, verbal or written
- Behaviour recorded on 'Child Behaviour Incident Report' and monitored
- Restricted access to certain areas of school premises
- Daily report card
- SLT or Teachers contact parents (if appropriate)
- Repeated or serious unacceptable behaviour immediately referred to SLT, Key Stage Lead or Principal

Sanctions used are appropriate to the needs of the child or incident which occurs. It is always made clear to children why these are being employed. Reprimands and sanctions are used within these guidelines:

- Are used sparingly
- Are used fairly and consistently
- Are correct for the pupil
- Are used privately rather than publicly where possible
- Avoid whole group punishments
- Focus on the behaviour not the person
- Restorative conversation with the child
- Are used in a firm, non-aggressive manner
- Have an agreed hierarchy

All adults working within the school can record on CPOM's Behaviour Incident Report which are sent as an alert to the Class Teacher, Key Stage Lead or Principal. CPOM's is monitored by SLT. Parents/carers of any child whose behaviour causes repeated (or serious) concern will be contacted, and the Class Teacher, SLT and Principal will be informed. Strategies such as a home/school book, Good News books, daily report cards or charts, earning cumulative rewards

such as values stickers, stars or house points and small rewards at home for positive behaviour in school, are employed as appropriate. Rewards used are as small as possible, e.g., 10 minutes free choice activity from an agreed list, a special sticker, praise from senior staff, the Principal etc… They will be used for as short a time as possible so that the achievement of good behaviour choices itself, becomes the reward.

Sanctions and Rewards:

Although behaviourist approaches (e.g., house-points systems and reward systems) can work for some children they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACE's) – traumatic life experiences that occur before the age of 18 (see appendix). Consequences alone do not help put right a situation or prevent a repeat of behaviour, and so the school helps all children to learn how to manage their own behaviour through skill acquisition, coping strategies and managing emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

Zones of Regulation:

The Zones of Regulation curriculum, from EYFS until the end of Year 6, helps children self-identify how they are feeling and categorise it based on colour, enabling them to better understand their emotions, sensory needs and thinking patterns. This helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how behaviour can impact upon the feelings of those around us. This work sits alongside the schools' PHSE (Personal, Social, Health and Economic) programme, delivered through Jigsaw.

Zones of Regulation - https://www.stmichaelscofe.org.uk/send/zones-of-regulation/#:~:text=The%20Zones%20of%20Regulation%20is%20a%20curriculum%20based%20around%20the,sensory%20needs%20and%20thinking%20patterns.

Behaviour Support Plans:

Positive Behaviour Plans may be used for children, and these would outline how the child may present, what their triggers might be and how staff can support them, at each stage what works for them. These are written in conjunction with parents and the child themselves, and may be a simple ABC (antecedent, behaviour, consequence) analysis looking at what situations trigger the behaviour, and how children and adults respond to prevent behaviours occurring or escalating.

Pupil Expectations:

- Be empathic and kind.
- Keep themselves and others safe.
- Learn how to take responsibility for their own actions.
- Be aware of the school values and show these through their actions and interactions.

Parent/Carer Expectations:

- Take responsibility for the behaviour of their child/ren, both at school and elsewhere.
- Work in partnership with the school to support their child.
- Share key information about any events that may be affecting their child's behaviour so that the school is aware of this and can plan provision accordingly.
- Attend parent consultation meetings and develop working relationships with the school.

Staff Expectations:

- We value our relationships with children and their families.
- We strive to understand the function behind a child's behaviour.
- We always give children a fresh start as required.
- We ensure that we support and implement the agreed trauma informed approaches (e.g., emotion coaching/responsive co-regulation plans).
- We use trauma informed language in our daily routine.
- We promote good behaviour, we teach what we expect to see and recognise and praise when we see it.

Senior Leadership Team

- Will ensure that the members of their team are following the 'Teaching & Learning Policy' and the 'Behaviour & Relationships, Anti-bullying & Cyberbullying Policy'.
- Will help and support members of their team with the delivery of the requirements of this policy.
- Will review the effectiveness of this policy each year.
- Will ensure that this policy is adequately communicated to all staff.
- Will continue to be part of the West Berkshire project focusing on Attachment and Trauma Informed Mental Health.

Environmental Consistency:

At Lambourn School, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy
- We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations
- All school staff are aware of the strategies being used to support individual children with additional needs (including acknowledgement and awareness of the responsive co-regulation plans)

- All school staff are trained in and able to use Emotion Coaching to support children's emotional needs and provide consequences/problem solving opportunities when required.

Differentiation:

We will differentiate our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some pupils this will require an individualised emotional regulation approach which will include (e.g., emotion coaching/responsive co-regulation plan). It is our aim to inform parents/carers at the beginning of each year about this differentiated approach in order for them to understand that ***"being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)"*** (Brighton and Hove Council, 2018).

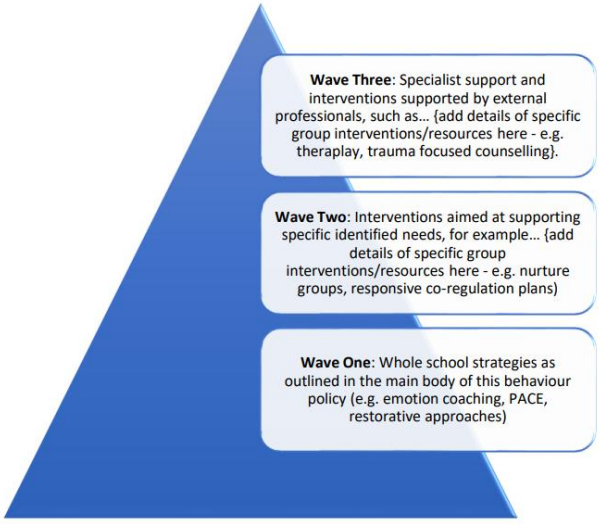
Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children at Lambourn School, some children require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response. Children will be provided with support based on their level of need. Given that Lambourn School views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g., a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate.

Wave Three: Specialist support and interventions supported by external professionals, such as, {theraplay, trauma focused counselling}.

Wave Two: Interventions aimed at supporting specific identified needs, for example… e.g., nurture groups, responsive co-regulation plans

Wave One: Whole school strategies as outlined in the main body of this behaviour policy (e.g., emotion coaching, PACE {Playfulness, Acceptance, Curiosity, Empathy}, WINE {Wonder, Imagine, Notice, Empathy} restorative approaches)



Teachers & Staff

The teacher is specifically responsible for the management of the behaviour of the children in their class. In order to facilitate learning through minimising potential disruptions clear routines are established for:

- Active listening
- Entry to the class area
- Moving around the class area and school
- Asking for adult attention
- Using facilities such as the hall, library or outdoor learning areas.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Personal, Social, Health & Economic Education (PSHE) which will be used to teach good learning behaviours from class learning time, Collective Worship and communal areas – corridors, playground, school field, swimming pool and educational enrichment opportunities and visits, as appropriate, in an attempt to eradicate such behaviour.

Teachers will ensure that:

- They regularly discuss school rules and expectations around behaviour.
- Their teaching is organised and is in keeping with the statements in the learning and teaching policies.
- They are familiar with the children's needs and have made every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons.
- They will be involved with any external agencies working with families in their care in consultation with the Special Educational Needs and Disability Coordinator (SENDCo), Pastoral Support workers, SLT or Principal.
- They carry out the contents of this policy in a fair and consistent manner.

- Further problematic behaviour will need to be managed then by the members of the Senior Leadership Team (SLT) and, if deemed necessary, the Principal.
- Where individual plans are required the SENDCo or Class Teacher will enlist the assistance of outside professionals to write an IBP (Individual Behaviour Plan) with termly targets set and reviewed with class teachers, learning support assistants, pastoral support worker, ELSA and the SENDCo (if appropriate) and parents.

Teaching Assistants & Midday Supervisors

Teaching Assistants and Midday Supervisors will support the children's behaviour by ensuring that they:

- Are aware of children's needs.
- Follow the positive and assertive discipline.
- Use rewards where appropriate.
- Have high, consistent and clear expectations of behaviour.
- Model good behaviour.
- Have a consistent, fair and firm approach to behaviour.
- Log incidents on CPOMs, as appropriate (EYFS, KS1 & KS2).
- Rules are reinforced in the same way as classroom/school codes of conduct, for both outside play and wet break or lunchtimes.
- Incidents of inappropriate behaviour are brought to the attention of class teachers by Midday Staff verbally and through 'CPOMs Child Behaviour Incident Reports'.
- Persistent misbehaviour at lunchtime is brought to the attention of the Key Stage Lead and Principal and, following a formal letter to parents, may result in a report card for play and lunch-break or a temporary period of exclusion from the playground

Parents

- Will ensure that their children are sent to school appropriately dressed in school uniform and in accordance with the school uniform policy
- Will work with the school and support us to improve children's behaviour
- Will work with the school to model high expectations of behaviour
- Will attend meetings with the class teacher, pastoral support worker, ELSA, SENDCo, Key Stage Lead or Principal as required
- Will inform the school of any outside influences that may affect or impact on behaviour in school

Rewards

Rewards are used to promote a positive learning environment. Individual effort and achievements are acknowledged through verbal praise and positive reinforcement, the awarding of stickers, earning privileges, team house points, through acknowledgement in Collective Worship and by visiting Key Stage Leaders and the Principal for positive praise. Each week in Monday's collective worship children receive Christian Values medals for living our Christian vision to **'Let Your Light Shine'** by showing **Love, Integrity, Grit, Hope or Trust**. In Friday's collective worship children who have shown exceptional personal achievement, either - academic, behaviour, emotional or social - receive the Principal's Award.

We praise and reward children for good behaviour in a variety of ways:

- All staff praise children
- Children can be sent to the Principal, Key Stage Lead's or SLT with excellent work, or for the Principal to hear about excellent behaviour, personal achievements or behaviour choices
- A whole school reward system of house points
- Special certificates/stickers/badges can be awarded

House System

House points are used to reward positive behaviour, emotional, social or academic achievements. The House with the most points at the end of each week is presented with a trophy in Friday's assembly. A maximum of three house points is given out at a time. Weekly house point team winners are announced in Collective Worship and their house colours are displayed on the cup and the corresponding candle is lit.

6. Exclusions

These are at the discretion of the Principal. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency of the child's actions. Aggressive and violent behaviour, putting others and themselves at risk, will lead to exclusion. Half day and full day exclusions may apply depending on the severity of the situation.

Use of exclusion:

Lambourn School recognises the potentially detrimental impact of exclusion and consequently avoids using any form of suspension/exclusion to respond to behaviour that challenges us.

In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour). This will include informing services of the risk of a fixed term or permanent exclusion as soon as possible.
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future.
- Use a relational approach to behaviour management.

- Use Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions.

On the rare occasions that exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame.
- Hold a restorative group for staff involved in supporting the child or young person.
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

Fixed-term exclusions:

Are imposed in response to breaches of the behaviour policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions such as detention/internal exclusion are considered inappropriate. They may be for items such as;

- Persistent rude, disrespectful and disruptive behaviour (after many warnings and sanctions)
- Sexual misconduct or accessing inappropriate content and images online
- Abusive and disrespectful behaviour online or at school
- Bullying
- Cyberbullying
- Damage to property
- Physical assault against another pupil or adult
- Racist Abuse
- Homophobic, Transphobic and Biphobic Abuse
- Theft
- Verbal abuse and threats to pupils or adults

Permanent exclusions:

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion. For persistent breaches of the behaviour policy i.e. as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success, it is an acknowledgement that the school has exhausted all available strategies. A permanent exclusion may be for repeated fixed-term exclusion offences. For a serious breach of the behaviour policy: i.e. there may be circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' serious offence, such as:

Involvement with an offensive weapon
Supply or intent to supply an illegal substance

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct

7. Emotional and Behavioural Difficulties

Some children present difficulties despite the most efficient classroom management by the teacher. In circumstances where a child presents ongoing patterns of behaviour which interfere with the wellbeing of themselves, other children or staff members, the responsibility for that child must be shared by the whole school. An Individual Behaviour Plan will be agreed and advice may be sought from the SENDCo, SLT and Behaviour Support Team if necessary.

8. Race, Faith & Homophobic Incidents/Targeted Bullying

There are several pieces of legislation in England that are relevant to race, faith and homophobic targeted bullying:

- Equality Act 2010
- Education and Inspections Act 2006
- Children Act 2004

The Equality Act 2010 introduced a public sector equality duty. All schools must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This duty covers the 'protected characteristics' which includes race and religion or belief. Under the public sector equality duty, we have a duty as a school to act if we are aware of the use of racist language or language which targets pupils or school staff because of their faith. In helping to foster good relations we consider whether our policies and decisions help us to tackle prejudice, such as racist and faith-based bullying.

It is important to challenge Homophobic, Biphobic and Transphobic language when it occurs:

- We ensure that pupils know that HBT phobic language will not be tolerated in our school
- We ensure it is included in policies and procedures
- When an incident occurs, pupils will be informed that HBT phobic language is offensive, and will not be tolerated and SLT will be notified immediately
- It will be explained in detail the effects that bullying has on people
- Teachers and/or SLT will invite the parents/carers to school to discuss the attitudes of the pupil(s)

Under the Education and Inspections Act 2006, Principals, with the advice and guidance of the Academy Committee and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self-discipline among pupils, and to prevent all forms of bullying. This includes the prevention of bullying around race, religion and culture.

Incidents of racism are always treated seriously, initially by talking to the children or adults concerned, this will be escalated to SLT immediately. Parents will be informed of any incidents, to try to foster greater understanding, and support both the child showing racist behaviour and the recipient.

We ensure preventing and responding to bullying (including race, faith and homophobic targeted bullying) is included in all staff training. We never dismiss reports of racism or bullying – we take this seriously and acknowledge the individuals feelings. We listen to them and involve them in our response. We encourage all staff and students to be vigilant to bullying, prejudice and abuse – whether face to face or online, and to report any concerns.

9. Repeated serious behaviour

Repeated serious behaviour for example, fighting, sexual harassment, swearing and biting are taken very seriously. If a child swears in anger at another child, and this is witnessed by an adult, the incident will be recorded on a 'Children's Behaviour Incident Report'. Swearing in school is taken extremely seriously, as are biting and fighting. If necessary, parents will be contacted and repeated incidents will incur a period of exclusion for reflection.

10. ANTI-BULLYING

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

physical (hitting, kicking, theft)

verbal (name calling, racist remarks)

indirect (spreading rumours, excluding someone from social groups)

non-verbal (staring, gestures, pulling faces)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our school are free from fear and intimidation.

There are many definitions of bullying, but most have three things in common;

It is deliberately hurtful behaviour (either physical or verbal, including aggression)

It is repeated often over a period of time

It is difficult for those being bullied to defend themselves

Bullying can take many forms but there are three main types:

Physical – hitting, kicking, taking someone's belongings

Verbal – name calling (the most common direct form) and may include insults, faith, racist or HBT remarks

Indirect – spreading nasty stories about someone, excluding someone from social groups, making someone the subject of malicious rumours

Racist bullying is defined as any incident which is perceived to be racist by the victim or any other person.

Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry
- Physical threats or attacks
- Wearing provocative badges or insignia
- Bringing racist leaflets, comics or magazines in to school
- Inciting others to behave in a racist way
- Racist graffiti or other written insults – even against food, music dress or customs
- Refusing to co-operate in work or in play Pupils Pupils who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with class teachers or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents or carers to help change the attitude of the pupil

Allegations against school staff:

The Department for Education (2016) requires that school behaviour policies ***"set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff"***. In line with our trauma informed approach to behaviour management, any malicious and unfounded accusations made against school staff would be investigated on an individual basis, with staff, the child or young person and parents/carers working together to understand the possible functions of this behaviour. If appropriate, a Restorative Practice based approach (e.g., a restorative conference) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

Engagement with parents/Carers:

Lambourn School values parents/carers/families as experts in their own child/young person's life. We will provide feedback on your child's emotional wellbeing at parent/carer/family meetings but will also contact you immediately if we have any concerns about your child's wellbeing. We also place great value on feedback from parents/carers/families about the wellbeing of your child. If you have any concerns or would like to provide feedback on our behaviour policy, please do not hesitate to contact {M. Cupit – Principal via Phone: 01488 71479 or Email: admin@lambourn.excalibur.org.uk }. *

11. VALUING ALL GOD'S CHILDREN

Valuing All God's Children was written in May 2014 and since then the context of education and the socio-political world in which we educate pupils to live and work has changed. The Church of England Education Office has rearticulated its vision for education and it has also published new guidance on character education. The Ofsted requirements for safeguarding pupils from bullying and educating them to live in modern Britain have also changed. Lesbian, gay and bisexual pupils are less likely to experience homophobic and biphobic bullying at school than they were when Valuing All God's Children was first published, but homophobic, biphobic and transphobic (HBT) bullying and language is still prevalent in schools. There is still work to be done and updated guidance is required to help Church schools, Diocesan Boards of Education (DBEs) and multi academy trusts (MATs) tackle HBT bullying in schools. Church schools must do all they can to ensure that all children, particularly those who may identify as, or are perceived to be, gay, lesbian, bisexual or transgender are kept safe and can flourish.

In February 2017 following a debate in Synod the Archbishop of Canterbury stated: There are no problems here, there are simply people. People are made in the image of God. All of us, without exception, are loved and called in Christ. ….The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion. At an earlier Synod meeting he had called for the Church both to 'demonstrate a profound commitment to stamp out homophobic stereotyping and bullying' and to take action. This guidance represents the action and commitment that the Church of England is taking to eradicate any homophobic, biphobic and transphobic stereotyping and bullying that takes place in our schools.

Please see **'Valuing All God's Children'** document for specific guidance and expectations. Lambourn C of E Primary School upholds the values outlined in this document.

12. CYBER BULLYING

Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils of Lambourn CE Primary School have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

What is cyberbullying?

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in the underage use of social networking sites by young people, which can provide new opportunities for cyberbullying.

School staff, parents and pupils of Lambourn CE Primary School need to work together to prevent this and to tackle it whenever it occurs.

The school has a duty to ensure that:

- They model online appropriate behaviours
- Teachers have sufficient knowledge to deal with cyber-bullying in school
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All e-communications used on the school site or as part of school activities off-site are monitored

- Internet blocking technologies are continually updated and harmful sites blocked
- School staff work with pupils and parents to make sure communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- School staff work with police and other partners on managing cyber-bullying.

Staff:

Have responsibilities in:

- Teaching children safe internet etiquette
- Applying school policy in monitoring electronic messages and images
- Giving pupils key guidance on:
    - personal privacy rights
    - material posted on any electronic platform
    - photographic images
- Taking action if a pupil is being cyber-bullied or is cyber-bullying someone else
- Teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications

13. Cyber Safety Code

Three Steps to Safety:

1. **ZIP IT** - Keep your personal stuff private and think about what you say and do online.
2. **BLOCK IT** - Block people who send nasty messages and don't open unknown links and attachments.
3. **FLAG IT** - Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Text / video messaging

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your number (ask your mobile phone provider).
- Do not reply to abusive or worrying messages. You can report them to you mobile phone provider.
- Never reply to unpleasant or unwanted messages.
- Don't accept emails or open files from people you don't know.
- Don't delete bullying emails – print them or save them as evidence in a separate folder.

Social networking sites, chatrooms and instant messaging

- Change privacy settings so you can choose who to be friends with and who can see your profile.
- Don't add anyone you don't know to your friend list.
- Don't use your real name in chatrooms.
- Never give out your photo or personal details, like your address, phone number or which school you go to.
- Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
- Keep your passwords private and don't tell anyone, not even your best friend.
- To report suspicious behaviour online and to learn more about keeping yourself safe online visit www.thinkyouknow.co.uk

Lambourn CofE Primary School discourages the use of sites such as Facebook, Twitter, Snapchat and any social networking site that is not designed for primary age children. Cyber-bullying can result in internal or external fixed period exclusions, where evidence proves bullying has occurred. Parents will also be informed.

Lambourn CofE Primary School has ZERO TOLERANCE when it comes to bullying.

Appendix 1:

Adverse Childhood Experiences:

Research into adverse childhood experiences (ACEs) consistently shows that a set of 10 adverse experiences in childhood are associated with an increased risk of mental health problems and other problems in later life (Early Intervention Foundation, February 2020).The likelihood of ACEs impacting future health is different in every individual and depends on a variety of factors, most particularly, levels of resilience.

The 10 ACEs are:

1. Physical abuse
2. Sexual abuse
3. Psychological abuse
4. Physical neglect
5. Psychological neglect
6. Witnessing domestic violent
7. Having a close family member who misused drugs or alcohol
8. Have a close family member with mental health problems
9. Have a close family member who serviced time in prison
10. Parental separation or divorce on account of relationship breakdown

Early Intervention Foundation, 2020

Research has also explored what the mitigatory benefits may be if interventions are implemented for those people who have experienced adverse childhood experiences (ACE's) – how might we build greater resilience? Protective and Compensatory Experiences (PACE's) are experiences which buffer trauma and stress. A number of protective and compensatory experiences have been identified through research that can reduce the harmful impact of ACE's. These are:

- Unconditional love
- Connectedness
- Community engagement
- Security: order and predictability
- Mastery/self-efficacy.

Appendix 2:

The Zones of Regulation Curriculum:

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive