



GEORGE WHITE
JUNIOR SCHOOL

Restorative Practice: Relationship and Behaviour Policy

September 2023

Introduction

At George White Junior School, we aim to create a happy, safe, kind and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum, following just three reminders of:

- **We care for everyone, everything and ourselves**
- **We follow instructions straight away**
- **We show good manners at all times**

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, trust, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture, identity and beliefs, as part of the exceptionally high standards of behaviour that we expect at George White Junior School.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate, kind and respectable members of society who have the skills to avoid and resolve problems independently.

Our policy meets the OFSTED expectations in response to the 2019 consultation around the OFSTED framework:

- *The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly.*
- *This is reflected in learners' behaviour and conduct. Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements*
- *Learners have high attendance and are punctual*

- *Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do The education inspection framework May 2019, No. 190015 11 occur, staff deal with issues quickly and effectively, and do not allow them to spread.*

Safeguarding

The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies. The Behaviour Policy should be read in conjunction with the Child Protection Policy and Safeguarding Policy.

Aims:

Our four school values aim to develop children who are Kind, Confident, Honest and Respectful.

We do this by:

- developing positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- creating a safe, kind and supportive ethos, we want all children to be happy and confident with each other and in their work.
- establishing a partnership approach which draws on all those involved with the school.
- Providing systems which promote positive behaviour and which support all members of the school community.
- recognising the importance of effective teaching and learning in the promotion of positive behaviour.
- monitoring and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Our Beliefs


- At George White Junior School we believe that positive attitudes and good behaviour are essential if successful teaching and learning are to take place.
- The school will positively value the contribution of different cultures and religions.
- We teach children about British Values and Protected Characteristics.
- We believe that as the children grow up through our school, we should assist them to know what is right and wrong.
- We believe in promoting and recognising positive behaviour and choices.
- We believe that parents/carers should be informed of the arrangements adopted in school, receive information about the behaviour and social development of their own child, and be involved in helping the school deal with any difficulty.
- We believe that parents/carers have a shared responsibility for the good behaviour of their child in school.
- We believe that by having these clear expectations and a common approach adopted by all members of our school community, we are able to promote positive behaviour and achieve a greater level of consistency.


Restorative Practices


Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.


Below are the questions we ask children as part of our restorative approach.

Has someone been hurt? **YES NO**

How was the 'hurt' caused? 

What are the details of this? 

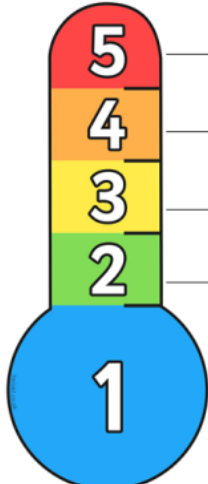
How do the people involved feel? 

What needs to happen to resolve this? 

At George White when we have resolved our problem, it is finished.

We know we can ask for help if we need to.

Think about how you felt at the start of the restorative conversation?



5	Angry, hurt, worried, frustrated, annoyed, hot, upset, loud, quick heart beat
4	Hurt, frustrated, annoyed, upset, loud, breathing slowing, listening to others
3	Upset, understanding, calmer, listening, resolving, time to reflect
2	Ready for learning, reflective, asking for help, willing to listen and support
1	Ready to learn, calm and safe

How do you feel now the restorative conversation has taken place?

Zones of Regulation

We recognise that from time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, fear or tiredness and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

UNICEF Rights Respecting School

We are proud to be working towards the Rights Respecting School Bronze Level 1 award. The Rights Respecting school award (RRSA) is an initiative run by Unicef to encourage schools to place the Rights of the child at the heart of the school ethos and curriculum by embedding the United Nations convention on the rights of the child (UNCRC) into all aspects of school life.

A summary of the United Nations Convention on the Rights of the Child



Article 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

Article 2 (without discrimination)
The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 (best interests of the child)
The best interests of the child must be a top priority in all actions concerning children.

Article 4 (protection of rights)
Governments must do all they can to fulfil the rights of every child.

Article 5 (parental guidance)
Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

Article 6 (survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Article 7 (registration, name, nationality, care)
Every child has the right to a legally registered name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8 (preservation of identity)
Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

Article 9 (separation from parents)
Children must not be separated from their parents unless it is in the best interests of the child (for example, in cases of abuse or neglect). A child must be given the chance to express their views when decisions about parental responsibilities are being made. Every child has the right to stay in contact with both parents, unless this might harm them.

Article 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 11 (kidnapping and trafficking)
Governments must take steps to prevent children being taken out of their own country illegally or being prevented from returning.

Article 12 (respect for the views of the child)
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression)
Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 15 (freedom of association)
Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17 (access to information from mass media)
Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 18 (parental responsibilities; state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

Article 19 (protection from all forms of violence)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 20 (children deprived of a family)
If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21 (adoption)
If a child is adopted, the first concern must be what is best for the child. The same protection and standards should apply whether the child is adopted in the country where they were born or in another country.

Article 22 (refugee children)
If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

Article 23 (children with disability)
A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25 (review of treatment in care)
If a child has been placed away from home (in care, hospital or custody, for example), they have the right to a regular check of their treatment and conditions of care.

Article 26 (social security)
Governments must provide extra money for the children of families in need.

Article 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28 (right to education)
Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children of minorities)
Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture)
Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 32 (child labour)
Governments must protect children from work that is dangerous or might harm their health or education.

Article 33 (drug abuse)
Governments must protect children from the use of illegal drugs.

Article 34 (sexual exploitation)
Governments must protect children from sexual abuse and exploitation.

Article 35 (abduction)
Governments must ensure that children are not abducted or sold.

Article 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation that might harm them.

Article 37 (detention)
No child shall be tortured or suffer other cruel treatment or punishment. A child shall only ever be arrested or put in prison as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

Article 38 (war and armed conflicts – see 'Optional protocols')
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39 (rehabilitation of child victims)
Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

Article 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41 (respect for better national standards)
If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay.

Article 42 (knowledge of rights)
Governments must make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

Article 45
UNICEF can provide expert advice and assistance on children's rights.

Optional protocols
In 2000, the UN General Assembly adopted two optional additions to strengthen the Convention. One protocol required governments to increase the minimum age for recruitment into the armed forces from 15 years and to ensure that members of their armed forces under the age of 18 do not take a direct part in armed conflict.

The other protocol provides detailed requirements for governments to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes – such as other forms of forced labour, illegal adoption and organ donation.



George White Junior School aims to create an environment that not only fosters academic achievement but also meets the social, emotional and diverse needs of all children in a nurturing and respectful way. As we work towards our goal of becoming a Rights Respecting school our journey will support us to enable all our pupils, your children, to realise their own rights and the rights of other children, locally, nationally and globally enabling them to become citizens of the world.

Ultimately the award will thread through all aspects of school life creating a positive and safe environment that fosters mutual respect for all children where they can reach their full potential and become confident, happy, tolerant and respectful individuals who are accepting of differences and diversity.

Positive Behaviours


Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. Our pupils and staff are considerate of each other and our surroundings and everyone is expected to behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards, as identified below. We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning.

Merit Tickets

The school operates a reward system based upon merits. A merit ticket can be given as follows:

Values Ticket (Blue)

- Being Kind
- Being Confident
- Being Honest
- Being Respectful



GEORGE WHITE JUNIOR SCHOOL—VALUES

Name

Class

House Date


Being Kind		Being Confident	
Being Respectful		Being Honest	

Date:

Awarded by

Curriculum Ticket (purple)

- Reading
- Learning
- Book layout and presentation
- Handwriting
- Effort
- Independence



GEORGE WHITE JUNIOR SCHOOL— CURRICULUM

Name

Class

House Date


Reading		Learning	
Effort		Book layout & presentation	
Handwriting		Independence	

Date:

Awarded by

Community Ticket (white)

- Achievement beyond school
- Leadership
- Initiative
- Manners
- Being Helpful
- Friendship



GEORGE WHITE JUNIOR SCHOOL— COMMUNITY

Name

Class

House Date

Achievement beyond school		Leadership	
Initiative		Manners	
Being Helpful		Friendship	

Date

Awarded by

Each merit ticket awarded to a child earns a house point for their house.

1 Merit Ticket = 1 House Point

House Points

House points can be earned for all positive and kind behaviours seen and shown. House points are totalled each week and shared with pupils in our Friday Celebration Assembly. The house with the most points receives the house point cup

Post Cards

Every week up to 3 pupils from each class are nominated to receive a post card award which is read aloud by the class teacher and presented in the Friday Celebration Assembly. Post cards are sent home with the child and 5 house points awarded.

Class Good To Be Green Classroom Chart

Each classroom has a Good to be Green positive behaviour chart. All children deserve to learn in a calm environment without others disrupting their learning. Most children behave extremely well in and out of school and are a credit to their parents and to the school. George White staff support and encourage those few children who find it more challenging to behave in an acceptable way.

To support pupils to meet our high expectations, a visual positive behaviour system, Good to be Green is used in classrooms. There are two coloured cards, green and gold. It is expected that all children are on green as they follow our golden reminders and school values. If a child has achieved something beyond the expected, they will receive a gold card, which is then displayed on the class pouch. When a child receives a gold card, this is verbally celebrated and recognised and a sticker is given from the class teacher. **1 gold card = 5 house points.**

Reward / recognition opportunities

Children have the opportunity, at the discretion of their class teacher, to show good work and/or notify members of staff of improvements in their work or behaviour. Senior leaders may issue a child with a special certificate or sticker in recognition of this. Pupils can visit the Head of School, Deputy or Assistant Head at any appropriate time for this purpose.

Sanctions

The following section gives guidance on the use of sanctions within our Behaviour Policy. There may be situations due to the severity of the circumstances when it is not possible or appropriate to work through each stage. This is at the discretion of the Head of School / Deputy Headteacher SENCO/ Assistant Headteacher/ who are responsible for the quality of teaching and learning in the school along with the health and safety of individuals. Exclusion is used by the Head of School as the ultimate sanction.

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and within the context of positive reinforcement of good behaviour. Sanctions of time out or withdrawal of break or lunchtime privileges may be given in addition to the sanctions outlined below.

Yellow Card

Yellow cards (1st yellow - verbal) are used to encourage children to "get back on track". They are not given for serious breaches of discipline and are not generally reported to parents/carers. Nevertheless, a 2nd (recorded) yellow card should be taken as a serious warning and that behaviour should be modified immediately. A 2nd yellow card (recorded) would follow the previous sanctions of verbally reminding and warning in relation to school rules. The types of behaviour that would result in a yellow card (recorded) being given would include:

Behaviours	What might happen
Bad manners, running around school, refusal to carry out reasonable requests and instructions given by an adult, hurting someone by accident, interrupting lessons, being unkind to others, damaging property, disrespect towards others, not following the three reminders.	Thinking/calming time, a verbal reminder of how to behave, support to make better choices, restorative questions based on how the choices being made are affecting others, individual working space, catch up on unfinished/missed work

Amber Card

When a more serious incident occurs, but one which does not warrant a red card, or persistent inappropriate behaviour continues, an amber card is given. Amber cards are reported to parents/carers.

Amber cards can be issued where behaviour is persistently disruptive at a low level, which is more serious than a 2nd yellow card, but not warranting the issue of a red card. Persistent low-level disruption may result in a child being sent to another class for a period of time to complete their work or have 'time out' to modify their behaviour.

An amber card may also be issued as opposed to a red card if there are underlying reasons why a child has behaved in a certain way, if there has been provocation by another pupil or if the child is immediately remorseful and truthful about the incident which has occurred. Where members of staff are unsure whether an amber or red card should be issued, a conversation is held with middle or senior leaders.

Behaviours	What might happen
Repeatedly disrupting others, inappropriate conversations or words, poor choices, hurting someone, lack of respect for people or property, not making a safe or sensible choice, choosing not to follow the three reminders.	Thinking/calming time, a reminder on how to behave, miss part/all of the next play time for a restorative conversation with the adult who saw the behaviour, say sorry, catch up on missed or unfinished work, do something kind for those who have been upset/affected, parents/carers informed.

Red Card

Red cards are used to identify serious breaches of discipline. The types of behaviour that would result in a red card being given would include:

Behaviours	What might happen
Aggressive or threatening behaviour, disobedience, swearing, serious damage to property, bullying, physical violence towards pupils and adults, racist behaviour, constant disruption to people or learning time, not making good choices or accepting help.	When ready, the child must talk about this with an adult. Thinking/calming time in a different room, miss all of the next break and lunch time for a restorative conversation with the class teacher/SLT, discussion and/or meeting with parents/carers, must fix any damage or tidy any mess made. If the behaviour persists or a child become unsafe parents/carers will be called immediately to support staff in school with desclation and reregulation.

Red cards are reported to parents/carers initially by the class teacher. A meeting may be arranged to discuss the behaviour and triggers (if known) and map positive strategies to support the child.

Working with parents/carers

At all stages, meetings with parents/carers will be documented, dated and kept for reference using CPOMS.

- If there are concerns over a child's behaviour parents/carers will be contacted by the child's class teacher to arrange an informal meeting in school to discuss
- If a child's behaviour continues to give cause for concern, more frequent meetings with parents/carers, involving the Head of School, Deputy Head SENCO and/or Assistant Head will be set up to monitor behaviour more closely. A personalised positive behaviour plan may be agreed and monitored over a 1 to 2 week period. A Positive Behaviour Plan is drawn up with a view to improving behaviour.
- Children who have recognised social, emotional and behavioural difficulties are included on the inclusion register and support in addressing their needs, which may include accessing external support, will be put in place.
- Where there are concerns over extreme behaviour, then a child may be at risk of exclusion. In such cases, a meeting is held with the parent/carer and school, involving as many of the following staff as needed: Head of School, Deputy Headteacher SENCO, Assistant Headteacher, class teacher, pastoral lead, PSA and Norfolk Inclusion Team. If not already in place, a Behaviour Plan is drawn up with a view to improving behaviour and avoiding exclusion.

Lunchtime behaviour

Lunchtime supervisors are expected to use the rewards and sanctions as identified in this policy. More serious behaviour issues (those warranting amber and red cards) are referred to the class teacher in the first instance. If they are not available, then middle leaders will use the school sanctions as appropriate. The class teacher and will provide advice and support for children who may be having difficulties regarding their behaviour at lunchtime. Individuals whose behaviour is repeatedly causing concern at lunchtime will be monitored closely by the SENCO. It may be suggested that a child accesses the back playground for an agreed period of time to support them at lunchtime.

Breakfast / after-school clubs

Staff delivering breakfast and/or after-school clubs are expected to use the rewards and sanctions identified in this policy. They should record behaviour concerns, identifying the behaviour and how it has been addressed, including the issue of any sanctions. This should be passed to the relevant class teacher for information. If behaviour at an after school club results in a red card, the child's parents/carers will be immediately informed. If behaviour is continually unacceptable, a behaviour plan will be put in place with support from the child's class teacher and SENCO.

Internal Exclusion

Internal exclusion within school may be used, usually as an interim step to avoid external exclusion. A child in internal exclusion will be given work by their class teacher – this will be completed under supervision usually in the Deputy/Assistant Headteachers office. There will be no unsupervised access to the playground, cloakroom or hall during this time. Parents/carers will be informed and a reintegration meeting will take place at the end of the internal exclusion period and before the child returns back to class.

Exclusion

Continued breaches of discipline may lead to fixed term exclusion. Fixed term exclusion may also be used immediately where there has been a very serious breach of discipline. Further continued breaches of discipline may lead to permanent exclusion from George White Junior School. In all cases of exclusion, DFE advice and Local Authority advice and formal procedures will be followed. These include procedures for communicating with parents/carers.

Following the return to school after a fixed term exclusion, a reintegration meeting will take place with senior leaders, parents/carers and the child before returning back to class.

Restraint

There may be rare occasions when a child puts themselves or others in danger or is actually hurting themselves or others. Staff may need to restrain them using a minimum of force for a minimum length of time. In extreme situations a 'Step Up' approach will be used to ensure recognised safe handling. Only trained Step Up staff are able to restrain a child. Following the use of this approach for a previously unidentified need, a risk assessment will be drawn up with parent/carer agreement in recognition that this is now an identified need.

Anti-Bullying Policy Statement



There are many types of behaviour in school with which we have to deal, including peer on peer abuse, discrimination and bullying. Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, gender, identity or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic or biphobic bullying)
- Bullying relating to hazing
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying relating to the financial situation of a pupil at home
- Sexist, sexual and transphobic bullying
- Bullying via technology –“online bullying”

In order to help everyone understand the meaning of these terms we have produced the following explanations which we use within school.

Child on child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment (see below); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. George White Junior School ensures all victims are taken seriously and offered appropriate support.

At George White Junior School we are aware that some groups are potentially more at risk: SEND and LGBT+ children are at greater risk.

At George White Junior School, it is made clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

At George White Junior School, we do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys/girls being boys/girls”.

At George White Junior School we challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Any allegations of sexual violence and harassment will be referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). Any decisions following investigation will be made on a case-by-case basis, with the DSL or DDSL taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Discrimination

This is not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. School will deal with any form of discrimination quickly, consistently and effectively whenever it occurs.

Bullying

This may be verbal, physical, written, telling others that they will be "getting done" or criticising their work. **Bullying is deliberately hurtful behaviour repeated often over a period of time where it is difficult for those being bullied to defend themselves.** Bullying can be in many forms, for example:

Physical - hitting, kicking and taking belongings

Verbal - name calling, insulting and racist or hurtful remarks.

It is also bullying if someone is teased repeatedly

Indirect - spreading nasty stories or excluding someone from a social group

Written - notes, letters, messages

Cyber - text messaging, comments on social networking sites, e-mails, mobile phone photographs/video

It is not bullying if two pupils of equal power and strength have an occasional quarrel or fight.

Children can form and break friendships many times during their school life and this is part of normal development among children of primary school age. Learning to deal with disagreements, learning how to compromise and how to resolve arguments/conflicts are an important part of a child's social development. The school reinforces anti-bullying messages through PSHE and 'Our Values' assembly themes. Staff are expected to encourage children to talk about worries/concerns. They should also encourage children to report incidents at the time they take place in order for staff to be able to deal fairly and consistently with each circumstance in line with the Behaviour Policy. Any allegations of bullying are investigated fully and if substantiated then the person being bullied will be given support. This could be peer support from a willing trusted friend as well as clear procedures regarding which adults to go to if the problem persists or if they feel their concern has not been dealt with. Restorative practice techniques will also be implemented.

Staff at George White Junior School recognise that some children with special needs and/or disability (SEND) and/or medical issues or those who are 'looked after' (LAC) may become targets for bullying within a school setting because of their particular need. This may range from teasing about not being able to do a task, to intimidation and exclusion from friendship groups.

All staff are to be aware of the needs of such class members. Teacher focus will be on providing appropriate work where they can achieve, praise for their achievements in front of the other learners, adapting teaching to encourage paired, group and class work where their contributions are valued, and fully exploring any situations where the child may appear vulnerable to bullying.

The Leadership Team, and the Behaviours for Learning Lead, will consider time to talk to vulnerable pupils, discussions with other children and friendship groups, conversations with parents, support plans, and so on to prevent and/or reduce any situations where a child with needs may be open to bullying.

The Behaviour Policy and Anti-bullying Statement were written by the Head of School September 2023.