

Link Learning Trust Brookburn Primary School



Brookburn's Parent's Guide to our Communication Strategy (Behaviour) and Anti-Bullying Policy

***'Everyone under the age of 18 has all the rights in the Convention'
Article 1, UN Convention on the Rights of the Child***



This leaflet will explain our Communication Strategy and how we approach our Anti-Bullying work in school.

Please contact your child's class teacher, Deputy Head or Head of School if you need further information.

We hope you find this guide useful.

Our Approach to Anti-Bullying

'Every child must be protected from all forms of violence and abuse.'
Article 19, UN Convention on the Rights of the Child

At Brookburn, we believe all our children have the right to learn in a supportive, safe and caring environment without fear of being bullied. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for mental health. We actively promote a climate of co-operation and positive behaviour to reduce the number of incidents and likelihood of bullying occurring. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils, staff and parents/carers should be confident to tell someone about it and know that all incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell someone they trust.

Someone a child trusts may be:

- A parent/ carer or another member of the family
- A member of the school staff
- A Brookie
- A friend

Someone trustworthy may be:

- Good at listening
- Caring
- Responsible
- Helpful and supportive
- Understanding
- Calm

We believe in restorative approaches to deal with incidents of bullying alongside appropriate sanctions. The basic ethos of such approaches is to:

- Ensure that children have the chance to understand the harm that they have done to others.
- Give the children who have caused harm the chance to put things right and become an accepted member of the community again.

We believe that by understanding the effects of our actions on others we can change for the better, strengthen our relationships and build a strong sense of community.

Bullying is a complex issue for the whole school community. At Brookburn we have a clear policy that outlines a whole school approach to ensure sensitivity, consistency and clear communication.



All procedures follow **L.E.A.F** ethos –

Listen – Ask in turn what has happened to you?

Effects – How has everyone been affected?

Amends – What do we need to do and say to make things better?

Follow Up – Are things still better?

Definition of bullying – What it is and what it isn't

Bullying is:

- Deliberately hurting others, sustained over a period of time, in order to cause distress in order to give a feeling of power, status or other gratification to the bully. The victim will find it difficult to defend themselves against this.

Bullying can be:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks, taunting)
- Non-verbal (e.g. intimidation through gesture, sending written threats)
- Indirect (e.g. excluding people from groups and spreading malicious stories/rumours, including text and phone communications)
- Cyber-bullying (e.g. online, mobile phone bullying and gaming)

Bullying is recognised as a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is not:

- A disagreement between friends that results in a temporary break down in relationships.
- Isolated incidents – fights, pushing, name calling etc.

There are a range of reasons why some children may be more vulnerable to bullying which include:

- Religious or cultural reasons
- Gender- sexual, sexist, transphobic bullying
- Sexual orientation- homophobic language
- Disabilities and/or special educational needs- See SEND policy
- Appearance or health conditions
- Home circumstances

Staff can also be the target of bullying by pupils, parents and other staff members. We recognise that tackling bullying is a whole school issue.

Procedures for reporting bullying:

What can children do?

- Make informed decisions as to what constitutes bullying.
- Raise any issues through a variety of communication channels including
 - 'Pupil Request for Support' Sheets
 - Report to an adult in school
 - Report to their friend or a peer buddy
 - Discuss at home with a parent/carer
 - Opportunities at circle time.

What can parents/ carers do?

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be bullying. If parents believe their child is the victim or the perpetrator of bullying, they can take the following steps:

- Find a quiet place where you won't be interrupted to speak to your child
- Tell them that you are worried about them
- Ask them if they are being bullied or if they are bullying someone else and if they are how important it is to share this
- If they tell you they are being bullied or they are bullying someone else, remember that this is not an easy thing to talk about or admit to
- Let them know that they have a right to get help and that you will help them yourself and support them in getting help from other organisations
- Be prepared to listen without judging, and be sensitive to your child's needs and fears
- Encourage and help your child to record and report any incident of bullying that they experience to you and a member of staff at school depending on where it is happening and who is doing the bullying
- Tell your child never to endanger themselves by standing up to bullies in a situation where they are outnumbered
- Be prepared to ask the school to make a safety plan
- Parents should contact a member of staff as soon as possible. A meeting can then be arranged which may involve other relevant members of staff. If the incident occurs during the school holidays, Brookburn Primary School reserves the right to take action against bullying perpetrated outside the school which impacts in school.

As a parent or carer you want your child to achieve their potential, be happy, feel safe and be protected from harm. We want this for your child too.

How to speak to us

The school has regular parent meetings and provides reports to update you on your child's learning and other achievements. However, if at any time, you would like to discuss your child's progress, anything that is worrying them at home or school or any concern you may have, we really want to know about it. We can then think about ways we can all support your child.

The person you should contact is your child's class teacher

You can contact them by phoning: 0161 881 8880

If they are not available when you call they will ring you back.

If we are worried about your child

If the school has any concerns about your child's health or well-being, a member of staff may contact you to discuss the matter. In some circumstances it may be necessary for another person to discuss matters with you e.g. a health visitor, school nurse or social worker. At all times, the aim is to offer support to you and your child to meet your child's needs.

What to do if you want to take things further

If after speaking to us, you feel that your child is continuing to have difficulties, please contact the person above again. If this still fails to calm your concerns, there are other people you may want to speak to. These are:

Head of School
Deputy Head
Executive Head

Please give us at school the chance to help your child. Children's difficulties can sometimes be complicated and take time to sort out or support. You have the right to be regularly updated on any action taken and we hope you will keep in close contact with us too.

If you feel that we haven't dealt satisfactorily with your concerns, you have the right to complain.

This is the school's complaints procedure:

1. Parent/Carer to contact the child's class teacher.
2. Parent/Carer to contact the Head of School or in her absence the Deputy Head.
3. In the rare instance that Parent/Carers remain unhappy contact the Chair of LINK Learning Trust Board in writing, outlining your concerns. (Details of contact can be made through school's admin team)
4. [Please click here to access the Brookburn Primary School Complaints Policy](#)

The different strategies we use in school:

- **Restorative Discussion**

This is an informal, quick, on the spot discussion, following the above LEAF Structure. This can be used for lower level/one off incidents.

- **Mini-conference**

This is a discussion/meeting held in an appropriate space away from the rest of the children's peers. It will involve children and a member of staff only. This will give both parties a chance to discuss an incident and how they were made to feel as a consequence of the other person's actions. Staff leading this Mini Conference will refer to 'Brookburn's Restorative Enquiry for a Mini Conference', which outlines the three stages to be followed.

- **Support Group Approach**

Trained staff will initiate and lead this process, involving the perpetrator and some of the peers of the victim. This process will encourage the perpetrator to see the consequences of their actions outlined by their peers.

1. The victim or their friend will report the incident to an adult.
2. Staff to complete 'Bullying Incident Form'

3. The adult will inform the Phase Leader, Deputy Head/Head of School about the incident. If it is felt that a Support Group Approach would benefit the children this process will be initiated.
4. Trained staff will form a 'committee' discuss reasons why the victim may be unhappy in school.
5. The 'committee' discuss reasons why the victim may be unhappy in school.
6. The perpetrator does not have allegations directed towards them, although children may discuss the perpetrators actions.
7. Together the 'committee' will devise a plan to improve the situation for the victim.
8. This plan will be reviewed with the 'committee' a week later.
9. Complete 'Anti-Bullying Review' Sheet.

- **Mediation**

This approach is to be used where two people or groups are in conflict with each other and there is no clear victim or perpetrator. Full consent of the children will be necessary.

1. The Mediator explains the process, ground rules are established, and an assessment is made as to whether mediation is the correct course of action.
2. A explains how they feel to B
3. B summarises to A their understanding of how A feels.
4. The Mediator checks that A feels satisfied that B understands their feelings.
5. Repeat the above in reverse.
6. A and B work out together what they can do to make things better.
7. A and B sign. A review date is set.
8. The Mediator makes regular checks on both A and B.
9. Review takes place. If necessary further action is initiated.

- **Restorative Conferencing**

A full Restorative Conference will only be initiated by a trained facilitator, after a full assessment of the incident. Refer to 'When to Run a Conference'. This will be followed by detailed discussions with the perpetrator, their family, the victim and their family. For more complex cases the school will enlist the services of outside agencies.

This procedure is only to be used when there is a clear perpetrator and victim.

1. Preparation for the Meeting, including contacting and meeting with parents. Refer to 'Brookburn's Guide to Preparing for a Restorative Conference'
2. Parents/Carers receive Brookburn's 'Guide for Restorative Conference Participants'
3. Carry out an initial interview; refer to 'Brookburn's Initial Interview Guidelines'
4. The Meeting will be arranged at mutually agreed time and place.
5. The Meeting to be carried out in line with 'Brookburn's Conference Facilitators Script'
6. An agreement is drawn up at the meeting, review date agreed, signed by all parties and shared with all.
7. Review takes place with victim, perpetrator, facilitator and other parties as necessary

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Brookburn Primary School Communication Strategy: Parent Guide to Positive Behaviour

If you have any questions or would like anything explained in more detail, please make an appointment to see your child's class teacher, Deputy Head or Head of School.

Always remember that this Guide is intended to benefit everybody connected with our school.

It is designed to make our school a happy place to be.

Please do not confuse your child by giving them conflicting advice about how to behave in school.

'Discipline in schools must respect children's dignity and their rights.'
Article 28 (right to an education)

In order to provide all children with the excellent education they all deserve, the Staff and Academy Council of Brookburn Primary School have devised this Parental Guide to positive behaviour. This Guide explains our approach to supporting children in school.

As a UNICEF 'Rights Respecting School' the principles of equality, dignity, respect, non-discrimination and participation are embedded in our ethos and culture. We put the UN Convention at the heart of our school's practice to improve well-being and help all children realise their potential. Children's rights are learned, taught, practiced, respected, protected and promoted. An effective and caring school community nurtures positive relationships in order to achieve this. We believe that every child should feel safe in order to learn

At Brookburn Primary School we want to ensure that the children have the opportunity to feel secure, enjoy school and learn effectively. We are working very hard to understand what is being communicated to us through behaviour and this underpins our approach. This is ***'everyone's responsibility'***.

We will focus on, and reward, good behaviour wherever possible and in as many ways as possible. Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This promotes positive attitudes to learning and life.

Everyone in our school should be:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hard working

This behaviour will be encouraged in every area of school activity and pupils will be rewarded for positive behaviour through individual class reward systems.

Eg:

- Positive letters and certificates to go home
- Golden Time
- Classroom incentives such as cumulative points systems (class dojo's)
- Lunchtime behaviour awards

This list is not complete and reward systems will be constantly reviewed.

Our School Code of Conduct

- Respect and Care for Everybody in our School.
- Look after our school and respect other people's property
- Listen attentively to the teachers and follow instructions first time
- Walk around school quietly and sensibly (walk on the left)

- Always play in a friendly way and walk away from trouble

All the staff at Brookburn Primary School will support the children to build shared values. All classes will have a class charter which will be clearly displayed.

The aim of the class charter is to make the UN Convention on the Rights of the Child (CRC) a real and meaningful guide to action for adults and children on a day-to-day basis. It will help develop a sense of shared ownership of the classroom and learning. Ask your child about their charter and what rights are important to them. All adults are 'Duty Bearers'. Duty Bearers have a particular responsibility to respect and promote their rights.

Zones of Regulation

The Zones of regulation is a curriculum designed to foster self-regulation and emotional control. We use the zones to help your child understand their emotions and develop a toolbox to support them to self-regulate.



Cause and effect

An important part of child development is developing an understanding of cause and effect. This means understanding that 'when I do this... this happens'. This can be both positive and negative. Consequences are given in an empathetic way which always separates the behaviour from the child. If your child chooses not to follow our Code of Conduct or their behaviour is impacting on the rights of other children then the following consequences will take place:

A traffic light warning system will be used and the child's name will move. If the child chooses to continue to not follow our Code of Conduct then: -

Step 1 Verbal warning

Step 2 Move to amber

Step 3 Move to red (Lose 5 minutes of breaktime/ lunchtime- supervised by class teacher)

We understand that for some children, this strategy is not appropriate. Please be assured that we consider the individual needs of all pupils and this is outlined clearly in our policy.

Severe Clause

If any behaviours occur that put the child or others at risk (children or teaching staff) the parent/ carer will be called by a member of the Senior Leadership Team to discuss next steps. If a child is placed on a severe clause, the Head of School or Deputy Head may need to use isolation to remove a pupil from others for a limited period. The pupil will be supported by the team during this time. This will be discussed with you when the Head of School or Deputy contacts you.

Unacceptable behaviour includes:

- Physical or verbal abuse towards child/ adult that is directly witnessed or heard by a member of staff and deemed to be severe
- Racist comments made to children or staff
- Leaving the classroom or school premises without permission
- Spitting or coughing in the direction of another child/ member of staff on purpose
- Bullying
- Refusing to follow adult led instructions

In very exceptional circumstances, when children are posing a danger to themselves or others, identified members of staff are trained to use Team Teach physical intervention strategies. You will be informed if any physical intervention has been necessary.

Through our restorative approach, children will be shown how to resolve conflict without physical or verbal violence and how such an atmosphere allows teachers to teach so that children can learn. It is particularly important that children understand the impact their behaviour has on others, especially when it is preventing others from being able to learn. **‘Every child has the right to an education’, Article 28**

Children with Special Educational Needs/ Disabilities

Children with special educational needs and/or disabilities may need to have an individualised approach. An Individual Communication Plan will be used to ensure there is a clear understanding of individual needs and personalised strategies to support behaviour. Your input will also be important. Social stories will be used to support children with changes which may heighten anxiety.

Concerns and support

If you are worried about any aspect of your child’s behaviour or you have noticed any changes, please make an appointment to call your child’s class teacher. We have a very experienced team and will support you in any way we can.

Your support and co-operation is vital

We strongly believe that home and school must work together to create a secure and caring environment in which your child can be happy and fulfil his/her potential.

Central to our Communication Strategy is developing a shared understanding that all behaviour is communication and our job as educators and parents/ carers is to understand what our children are trying to communicate to us through their behaviour.

Please help us to make Brookburn Primary School a happy school for everybody.