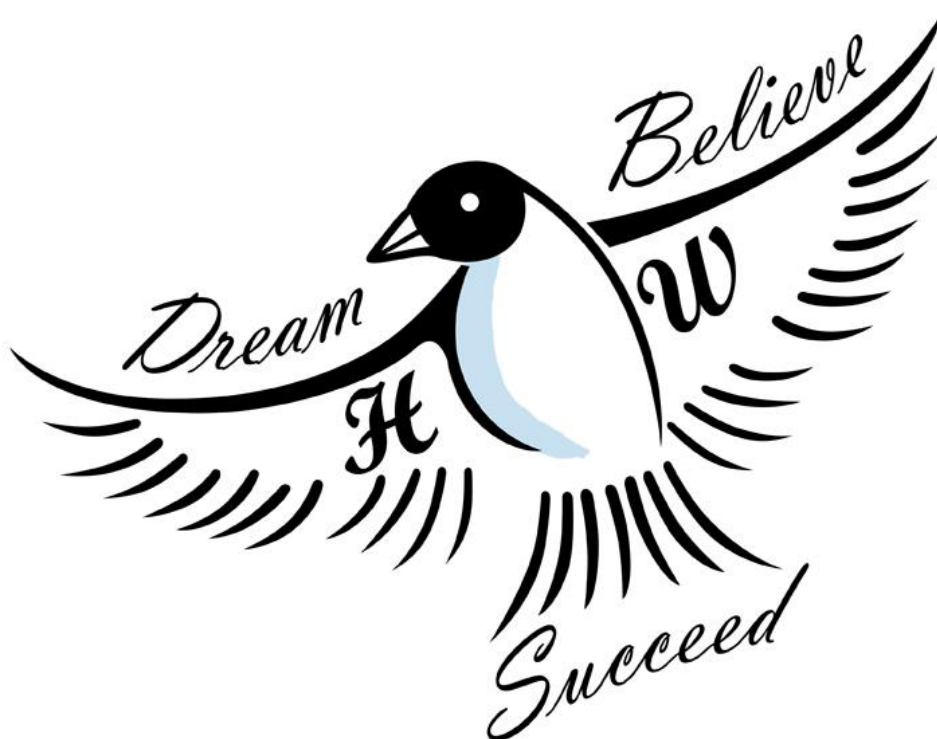




Positive Relationships and Behaviour The Haselworth Way



Policy approved:	23 rd March 2026	FGB
Signed:	<i>N Jones</i>	Headteacher
Signed:	<i>Dr C Roast</i>	Chair of Governors
Date of next review:	March 2028	Bi-Annually
Monitored and evaluated by:	Headteacher	Termly



Aims of this policy

This policy seeks to provide a thorough framework and guidance for all key stakeholders at Haselworth Primary School. Its purpose is to be clear, helpful and informative to allow for its contents to be consistently understood and applied. A regular review and monitoring process will maintain its relevance and accuracy as described above.

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Rationale

At Haselworth we recognise that every child is unique and is, as such, a valued member of our school community. We care about the 'whole child' and focus on developing the emotional and social skills that form a vital, enabling companion to our broad and engaging curriculum. We appreciate that home circumstances play a role in supporting key objectives but can also form barriers to our principle aim of high quality learning for all. Whatever their starting point, all our children are supported in their 'learning journey' towards a rewarding and fulfilled future through a positive engagement with education. The successful achievement of the aims in this policy are not the sole responsibility of any individual, group or initiative, but the ceaseless and consistent pursuit of positive engagement on every level by all.

Expected outcomes of our Positive Relationships and Behaviour Policy

- All staff take a relational and trauma informed approach including the use of therapeutic language
- A purposeful and calm atmosphere
- A clarity of approach towards negative behaviours throughout the school community encompassing parental co-operation and involvement
- Clear boundaries and expectations for acceptable behaviour to ensure physical and emotional safety are clear to all



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- Increasing evidence of 'positive mind-set' among staff and children
- Children who are growing in independence and responsibility
- Positive, caring attitudes towards one another where achievements at all levels are valued and celebrated
- A collective responsibility among the school community for addressing barriers to positive engagement

The Haselworth Philosophy for Behaviour

At Haselworth our aim is first and foremost positive behaviour using the Haselworth Way. As a P4C school, *4C Thinking* is central to our behaviour policy. Through *Caring thinking* children and adults will listen carefully to others and imagine how others may feel. We listen carefully and we do not interrupt. Through *Collaborative thinking*, children and adults support and challenge each other in a respectful way. Through *Critical thinking*, we give good reasons and suggest conclusions. Through *Creative thinking*, children are encouraged to explore possibilities and suggest alternatives. We know that we will not always agree with each other but encourage children to 'disagree agreeably'.

It must be understood that children entering Haselworth in Year R must be taught the expectations of the school in order to learn what desirable behaviours are. This process continues throughout the subsequent years but with the understanding of growing responsibility.

We appreciate however, that all children are not the same and respond differently to certain situations. Children throughout the school must always be held responsible for their actions but staff should work with them to consider their choices and actions using the 4C Thinking model and a Restorative Justice Approach. Teachers and support staff must plan for and consider those who struggle to regulate themselves and implement strategies that support the child as they move through the school/ The PATHS curriculum which focuses on an emotional vocabulary and problem solving strategies is also helpful here. When children require further support this will be provided after consultation with the SLT.

We know that behaviour is a mode of communication and so is an invaluable barometer of the success of the methods and processes in place within a school to prepare an individual to learn. Key to understanding behaviour in the school is a solid understanding of the individual children and their personal histories, so as professionals we must seek to equip ourselves with as much information and approaches as possible. We understand our rights and our responsibilities and understand that school wide cohesion is vital when following routines, implementing expectations, giving rewards and deciding on consequences.

The language we use when exploring behaviours in children is critical in ensuring the child feels listened to, their emotions are validated and a pathway to do this differently next time has been considered.

It is our responsibility to pursue the building of strong relationships based on authenticity and honesty throughout the school community. Adults must model this process and allow specific opportunities to teach the necessary features and highlight examples both positive and negative. Adults must show genuine interest in each child's unique development and background. Empathy is vital in order to reflect on the impact of one's actions and in the setting of strong relationships this is enabled further. Again empathy must be modelled and time taken with the children to consider the key concepts involved.

The relational and trauma informed approach using the therapeutic language script supports our children and helps them understand their feelings and resulting behaviour to give them the best chance of learning from a situation and feeling safe to make mistakes.



Values

At the heart of Haselworth Primary School are our six school values. These values provide a framework and guide for desired behaviours and characteristics. These values must be highlighted and recognised in our children throughout their school experience and celebrated in verbal feedback and the award of a certificate through our Celebration Assemblies. Our values are as follows:



High Quality Teaching

It is vital that teaching and planning is of the highest quality. When the learning opportunities are pitched correctly then engagement is at its highest. It is the class teacher's responsibility to ensure that lessons are well planned and resourced. At Haselworth we provide training, support and mentoring to our staff to ensure they are able to reflect on their practice and pursue improvement.

Parental and Carer Engagement

Parents and Carers should support the aims of the school and seek to support the key elements of this policy. It is our responsibility to listen to parents and carers and respect their views but always guided by our school policy. Staff will keep parents well informed about expectations and procedures surrounding behaviour and as part of routine procedure should inform parents of any further support required to guide behaviour. Above all we must work together to preserve the best interests of the child.

Outside Agencies

When necessary we work with outside agencies to expand our capacity to deal with examples of extreme or unusual behaviours. This may include the Inclusion Support Service, the SEND Team, Primary Behaviour Service based at the Lennox Centre, Educational Psychologists, the school nursing team the Southern Domestic Abuse Service, Motiv8 and Early Help Hub. We recognise that their expertise is invaluable in supporting our aim on positive engagement.

Rewards

It is the professional responsibility of the class teacher to manage the day-to-day behaviour of their class. This includes instances outside school such as trips, visits and sports events. Teachers and support staff play an invaluable role in the monitoring and identification of patterns of behaviour. All staff are responsible for following up behaviour and ensuring that relevant documents on CPOMS are completed.



At Haselworth we have high expectations of all children and we believe that children respond better to positivity than negativity. During each day our aim must be to have significantly more positive interactions with children than negative ones. Awards earned legitimately cannot be taken away as a consequence. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Teachers may have their own rewards that they use in the classroom to compliment the school behaviour system but the following should be in use as a matter of course:

- ✓ Non-verbal recognition
- ✓ Praise
- ✓ Showing work to another teacher and to the Headteacher/Deputy Headteacher
- ✓ Work celebrated on Seesaw or added to the class displays
- ✓ House points via Class Dojo
- ✓ Notes/Arbor texts sent home to parents/ carers as often as required by class teacher to celebrate positive behaviour of a child/ children.
- ✓ Celebration Assembly
- ✓ Silver Coins for class reward
- ✓ Learner of week awarded by the Headteacher
- ✓ Values Certificates
- ✓ Awarding the Haselworth Bear to class that consistently demonstrate the values that week
- ✓ Times Table Rockstars Certificates

Behaviour Definitions and Consequences

In instances when children have displayed a negative behaviour and it has been judged that they fully understood that what they chose to do was wrong, a consequence must be received. The consequences must be proportionate and it must be explained to the child. Whenever possible, speak to the child privately.

When deciding on consequences (natural or protective) it is important to be consistent and fair. Consider the severity of the behaviour and decide if it was of a low, moderate or high level and whether it was a continuation of persistent negative behaviour that could form a pattern. Remember that the behaviour could be telling you something hidden you may need to address, for example difficulties resulting from trauma or attachment.



Less Serious This does not include physical injury or damage to property but may include some level of minor distress to self or others; or some minor disruption to school routines. (Class Teacher responsible) This will need to be recorded on CPOMS.	Serious Level This includes isolated episode of violence, minor damage to property; some distress caused to self or others; or brief disruption to school routines. For example: • Swearing • Derogatory/homophobic/racial language • Leaving class without asking • Hurting others through hard physical contact • Impact on other's learning (Class Teacher plus SLT responsible) This will need to be recorded on CPOMS.	Very Serious Level This includes physical injury requiring medical attention beyond basic first aid; extensive damage to property, significant distress caused to self or others; or lengthy disruption to school routines. <i>This includes leaving this site multiple times (more than twice in a week) causing lengthy disruptions to the school.</i> (HT and DHT) This will need to be recorded on CPOMS.
Consequences for Less Serious Level Behaviour Respond to behaviour that challenges with deliberate calm. Verbal- child spoken to privately wherever possible in a calm voice. Repeat activity properly Move the child somewhere they can learn with fewer distractions Natural consequences e.g. completing work, cleaning up mess Loss of break which is proportionate to the level of disruption. RESTORATIVE PRACTICES WILL BE IN PLACE AND CONSEQUENCE FLOW CHART FOLLOWED.	Consequences for Serious Level Behaviour Time out in another area to regulate. For example, the Zen Den In class reflection time Work completed in own time Contact with parents Informal parents meeting IBPM to be considered/reviewed Loss of lunchtime play which is non-negotiable for deliberate physical contact. Break may also be removed if the child is considered a risk to themselves or others RESTORATIVE PRACTICES WILL BE IN PLACE AND CONSEQUENCE FLOW CHART FOLLOWED.	Consequences for Very Serious Level Behaviour Send to SLT Removal from class by SLT Internal exclusion (Protective consequence) Fixed term suspension (Protective consequence) Permanent exclusion (Protective consequence) IBPM completed and reviewed. This may involve outside agencies being part of the process. RESTORATIVE PRACTICES WILL BE IN PLACE AND CONSEQUENCE FLOW CHART FOLLOWED.

For very serious levels of behaviour, staff will ask for guidance via a Walkie Talkie, requesting a member of the Senior Leadership Team to come and support in class.



Playtimes/Lunchtimes

During playtimes, the behaviour policy will be applied accordingly. Lunchtime staff will inform class teachers of any positive behaviour or negative behaviour through CPOMS. This ensures a fresh start to the afternoon. Children, at lunch time, should be expected to interact with all individuals, adults and children in the same respectful and kind manner as during class time. At Haselworth we believe that the curriculum starts at the moment the children arrive until the moment they leave. If there is negative behaviour children will need to miss some of their lunch time play time. They then use restorative practice to reflect on behaviour. We reward the Haselworth Way through top table, raffle tickets, tidy trolley and lunch time helper rewards.

Bullying

Bullying is hurtful, unkind or threatening behaviour, which is deliberate and repeated. Bullying can be carried out by an individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another group of people (e.g. travellers, asylum seekers, coming from another school)

Reporting Bullying

Every pupil should be confident that they know who they could tell if they are being bullied. This may be a teacher, another adult in the school or a friend who will help him or her tell an adult.

Each pupil is able to tell a trusted adult about a bullying incident verbally or in writing (this may be anonymous if desired, although should include the names of the person being bullied and the name of the perpetrator/s to enable it to be investigated properly).



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Reporting – roles and responsibilities

- Staff – all staff members have the duty to challenge bullying (including homophobic, biphobic, transphobic (HBT) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the schools' efforts to prevent bullying.
- Senior Staff – The Senior Leadership Team (SLT) and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents/carers – Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to be confident in reporting bullying.
- Pupils – Pupils must not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

Responding to bullying

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. They will take notes of the allegation, not asking leading questions and cannot promise confidentiality. The staff member will act on the information given and do their best to resolve the issue.
- Staff will record the bullying on CPOM. This will be followed up by notifying the HT/DHT or SLT.
- The Headteacher/ designated safeguarding lead or another member of leadership staff will carry out a full investigation.
- The school will provide appropriate support for the person being bullied. This might include ELSA, counselling or other pastoral support. The school will also proactively support the perpetrator with appropriate intervention including ELSA, counselling or other pastoral support.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Consequences (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm). Prejudice based incidents will be reported to the Local Authority.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can affect pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school. They should report and respond accordingly to their responsibilities outlined in this policy.

Where the bullying takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken,



including providing support and implementing consequences in school in accordance with the school's behaviour policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms for bullying listed in our definition of bullying. It will be challenged by staff, recorded and monitored on CPOMS and follow up actions and consequences, (if appropriate) will be taken for pupils and adults found using such language. Staff are also encouraged to record the casual use of derogatory language using information mechanisms such as a classroom log.

Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously, recorded, and monitored in school, with the Headteacher reporting incidents to the governing body on a regular basis. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our values are at the heart of everything we do here to ensure that all staff and pupils are respected members of the community.
- Our curriculum includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Assemblies explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Philosophy for Children (P4C) and circle time provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Staff and pupils challenge stereotypes across the school.
- Restorative meetings provide support to those who show bullying behaviours.
- Working with parents and carers, and in partnership with community organisations

Searching, Screening and Confiscation

Schools are an important part of the wider safeguarding system for children. This system is described in the statutory guidance 'Working together to safeguard children. Keeping children safe in education' makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Should a child pose a risk of bringing in any prohibited items (listed below), Headteachers and staff they authorise have a statutory power to search a pupil or their possessions (including in lockers) where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;



Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- Vaping materials;
- fireworks; and
- pornographic images.

Full guidance followed by the school can be found at: DFE Searching, screening and confiscation

All incidents of searching, screening and confiscation will be recorded on CPOMS. Parents/carers of any child searched, screened or having an item confiscated will be informed as soon as possible

Children leaving the school grounds

If a child leaves the school property without permission then an adult must, following all reasonable attempts to prevent it, then keep the child in sight. The police must be informed immediately. Adults should not chase children

Suspension and Exclusion

Suspension is used only in rare instances. These could include where a child is either, not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others, or if the child has behaved in a way deemed as particularly extreme (the school takes a zero tolerance approach to violence towards another pupil or member of staff), or has used inappropriate or abusive language towards any member of staff.

The Headteacher makes this decision after all relevant information/investigations are complete. In the absence of the Headteacher this decision can be made by the Deputy Head. The school follows the Hampshire County Council policy for exclusions and guidance can be found at

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>.

Procedures in place when there is continuing concern about a child's behaviour

In order to support positive engagement the following document allows staff to reflect on their class and consider which actions would be appropriate. When children make the wrong choice the class teacher will choose an appropriate consequence in order to correct the behaviour. When this doesn't have the desired effect, further steps will be required and the table lays these progressive steps out clearly. We seek to identify early those children whose behaviour shows a pattern and amend our approaches to support our aim of positive engagement.

Tracking of Behaviour

Instances of inappropriate behaviour are tracked using CPOMS with behaviour tick box. Positive behaviour can also be recorded on there. This allows for a simple, time effective recording of the behaviour of children who regularly struggle to be positively engaged and who have been identified as needing the support outlined in the blue and purple columns of the sheet above. Patterns will emerge to allow support to be tailored to the specific child.



Children with Specific Behavioural Difficulties (Individual Behaviour Management Plans - IBPM)

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we **achieve fairness by meeting each child's individual needs rather than by treating every child the same**. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour.

A Behaviour Management Plan sets out the agreed strategies for children who have continuing needs. These plans are based on a wide range of evidence gathering including observations of the child in class, why-why analysis or behaviour checklists. Such plans are usually prepared by the class teacher and the child in consultation with the Inclusion Leader/ SENCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made. A risk assessment is also carried out as part of the plan.

The plan will detail possible early warning signs as well as strategies for the child and supporting adult to regulate, co-regulate and de-escalate.

After all incidents, Haselworth staff will always endeavour to use the Relate, Repture and Repair Model which ensures that the adults that were involved in supporting the behaviour take the time to repair the relationship after.

In-service Training Needs

In keeping with the school's development plan, in-service training needs are identified and addressed within the school's financial constraints. In addition, we endeavour to ensure that staff are made aware of all relevant and available in-service training. We provide timely updates to all staff in aspects related to this policy.

Evaluation

The effectiveness of the policy will be measured by:

- The increased confidence of staff to deal with challenging behaviour
- Observations around the school will highlight a consistency of approach
- Parents will agree that behaviour and instances of negative behaviour are well managed
- A reduction of serious incidents and exclusions
- A questionnaire and regular consultation of staff and pupils will seek opinions and feedback as to the policy's effectiveness.
- Continues positive relationships between staff, pupils and parents.

Appendices

Appendix 1 – How to get a Dojo point- P4C School

Appendix 2- Restorative Practices

Appendix 3- Brief definitions: types of bullying/incidents

Appendix 4- Extended definitions of types of bullying

Appendix 5 – Relate, Rupture, Repair model



Appendix 1

What do you get Dojo points for?

- Showing the school values (even when it's a challenge)
- Showing the 4Cs in your attitude (as detailed on page 2)
 - Critical thinking
 - Creative thinking
 - Caring thinking
 - Collaborative thinking
- When these are displayed, the person giving the house point will say:
- I have noticed your thinking. You did this by.....

Examples of 4C Thinking in relation to behaviour.

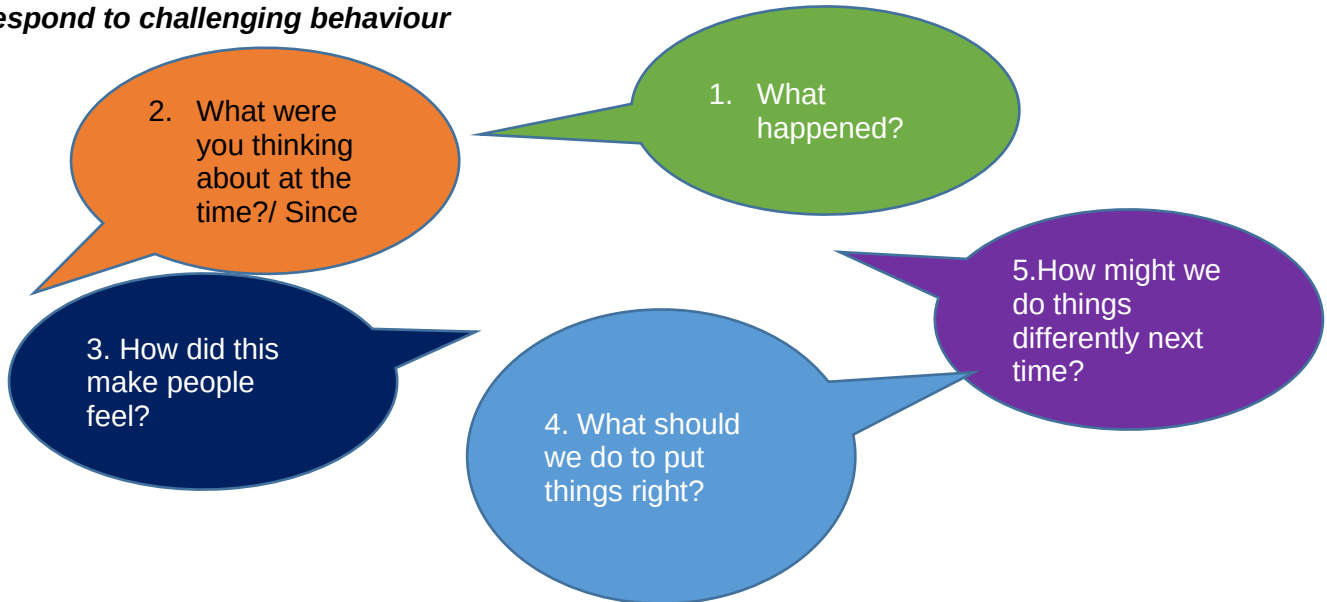
	Year R - 2	Year 3-6
Critical	Give a reason for their thoughts or ideas relating to a behavioural incident. Disagree and say why.	Look for and consider evidence of how another person feels or why they acted like they did. Use 'thinking time' well. Explain their point of view by disagreeing 'agreeably'.
Creative	Suggest a new idea to try with a friend e.g. 'Let's try sharing the ball this time'. Give full attention to the speaker.	Make a connection with their behaviour and what made them feel that way. E.g. 'I kicked the locker because I was feeling angry about X' Suggest conclusions or lessons which might be learnt.
Caring	Listen to others carefully. Not interrupt. Look after someone else's feelings.	Try to imagine how someone else feels.
Collaborative	Take a turn. Be friendly and helpful. Work well together in a pair or group. Act in a friendly way. Work well with others.	Support and challenge others. E.g. to be able to challenge other people's negative behaviour in instances of bullying. Make compromises. Explain themselves clearly.

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Restorative Practice

To respond to challenging behaviour



De-escalation Practice

To promote positive behaviour





Appendix 3 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member.

Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.



Appendix 4 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

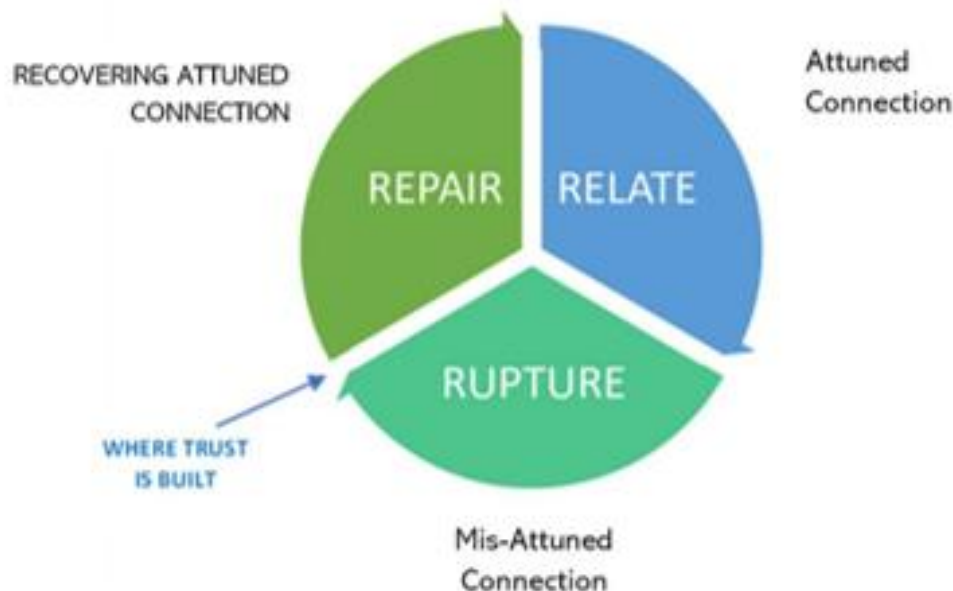
This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 5 – Relate, Rupture Repair model

Relate, Rupture, Repair model



Attuned connection between the trusted adult and the child being supported is all about the relationship which can, during an incident, become mis-attuned and feel damaged by both the adult and the child, however it is crucial that the attuned/trusted adult in this situation lead on the repair stage, which should be, where possible, achieved on the same day or very latest the next day at earliest possible opportunity. This re-connection is a vital step in supporting the child to be able to safely learn from the experience and still feel safe and supported in school.