



## **IGNITE INNOVATE INSPIRE**

### **Safe to Learn Policy - March 2023**

#### **Curriculum Vision:**

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community. In order to achieve this we must provide a caring, friendly, supportive environment, where children can enjoy and achieve in a relaxed and secure atmosphere without the fear of feeling unsafe.

#### **What we teach.**

At Monkhouse, we provide a broad, balanced and progressive curriculum which is integrated into school life. We aim to ignite a passion for learning and investigation whilst understanding that appropriate behaviour and conduct in school, during play and when out of school, is an essential part of enabling our children to learn. Inappropriate behaviour by an individual or group, repeated over time that hurts others (either physically or emotionally) any form of Child on Child abuse( verbal, physical, emotional or cyber ) will not be tolerated in our school.

#### **How we teach the messages of safe to learn within curriculum**

Our expectations of children's behaviour need to be continually reinforced and we communicate our expectations through:

- Teaching a curriculum which encompasses all aspects of Life Skills , which focuses on age related behaviour expectations.
- Frequent assemblies on internet safety, bullying, racism etc
- Having a whole school approach to social self-regulation.
- Creating a culture where adults will listen, modelling and encouraging the highest standards of social behaviour and intervening when behaviour is not acceptable .
- We will discuss with children the many forms unacceptable/unsafe to learn behaviour can take eg emotionally physically, racially, sexually, verbally, cyber, religiously or relating to sexuality in an age appropriate way.
- Offering an open door policy for pupils and parents/carers to come and talk to staff - Children know that they will be listened to and that it is correct to tell an adult when concerned about feeling unsafe.
- Positive messages regarding acceptable behaviour are transmitted daily through our values , relationships and behaviour for learning policy.
- Our current work on developing adventurous play opportunities and establishing a play charter
- Staff arriving punctually for the start of classes and playground duty, identifying potential trouble spots and situations when on duty and placing themselves in a position to address any issues as they arise
- PE teaching assistant to organise team games and manage rules and boundaries and work 1-1 if necessary.
- Pupil groups eg Pupil Leadership Team, Play leaders and the corresponding lead staff complete regular safe to learn questionnaires to identify issues or concerns, create an action plan and share with pupils and staff.

- All members of the school community are asked to use language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others.

### **Assessment and Monitoring**

A child may indicate through signs or behaviour that he or she is unhappy or doesn't feel safe to learn. Adults should be aware of these possible signs and they should investigate carefully if a child shows changes in behaviour, such as

- Becoming unusually shy, nervous or emotional
- Becomes withdrawn, anxious, or lacking in confidence/self-esteem
- Develops a stammer
- Attempts or threatens to abscond or suicide.
- Feeling ill constantly.
- Cries themselves to sleep at night or has nightmares/bed wetting
- Feigning illness or taking unusual absences
- Clinging to adults.
- There may be evidence of changes in work patterns, lacking concentration or truanting from school.
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing
- Unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is hurting, intimidating other children or siblings
- Stops eating
- Reluctant to say what's wrong
- Is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, however, should be considered and investigated. If following any monitoring, evidence shows a child is being targeted, a plan will be established to address the issues and where necessary, parental involvement. If the situation is not resolved within 3 weeks, further action may be taken which may involve external agencies. If the situation cannot be resolved within school, the Headteacher may seek further advice from the Local Authority and may require more formal consequences of school exclusion.

### **Procedures in school for reporting and addressing incidences of alleged bullying**

**Stage 1** Child personally approaches a teacher, support staff, lunchtime staff, Pupil Leader, friend or peer. Parents or carers contact school to express concerns about an issue.

- Class teacher and support staff monitor the situation over a period of time to see if there is any evidence of the alleged behaviour. This is recorded in the incident file.
- Class teacher/ teaching assistant meets with the individual child to discuss concerns and supports them in finding a way forward and ensure a swift resolution to problem. Record kept in school incident log
- Class teacher/teaching assistant meet with the child or children where allegations have been made to discuss incidents. Record kept in school incident log.
- A plan is put in place to address the issues observed or perceived over a two week period and then reviewed.
- Lunchtime supervisors, support staff and leadership team informed and asked to inform the class teacher of any further incidents or observations.

### **Stage 2 Ongoing issues that are not resolved in Step 1**

- Class teacher informs Head Teacher
- Class teacher/ Head Teacher meet with all children allegedly involved, individually or as a small group ( individual circumstances taken into account) Record kept in school incident log
- Once investigations have been concluded, appropriate communication with parents and carers will be made.
- School interventions for bully and victim put in place - Circle of Friends – Learning for Life, Resilience Training – Time to talk group – buddying up with older child/role model

- Behaviour for Learning policy followed
- Appropriate follow up meetings arranged by class teacher with children and outcomes recorded in the incident log on CPOMs.
- A follow up meeting/phone call to be made to parents if bullying continues.

**Stage 3 - If the situation is not resolved within Stage 2**

- Class teacher informs Head Teacher
- Incident logs are analysed
- Head Teacher and class teacher meets with alleged bullied child and alleged perpetrator. All incidents recorded in the incident log in CPOMs.
- Parents of both children informed.
- Meeting arranged with Head Teacher and alleged victim’s parents along with class teacher.
- Meeting arranged with Head Teacher, alleged perpetrator’s parents along with class teacher
- All relevant staff informed. Dedicated member of staff to act as mentor for alleged victim during every playtime and lunchtime. Daily checks made and reported back to Head Teacher until resolution.
- Appropriate outside agencies involved to seek advice or support.

**Step 4 If situation is not resolved**

Head Teacher will refer to the criteria in the DfE (2022) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ and seek advice from the LA.

**Links to other policies and procedures in school**

This policy links to other school procedures and therefore must be read in conjunction with these related policies in school. This includes, but is not limited to the following:-

Arrangements for those educated in alternative provisions	Behaviour for Learning Policy and Guidance	E-safety, use of the internet, photography and mobile phones, Acceptable Use Policy	Inclusion and Special Educational Needs and Disability (SEND)
Health & Safety	First aid	Intimate Care policy	Equality and Diversity policy
Child on Child Abuse Policy	Whistle Blowing Policy	Staff and Pupil Code of Conduct	Life Skills (PSHE) policy
Physical Intervention & use of Reasonable Force	Visitors, Agency Workers and Volunteers	SRE policy (Sex and Relationship Education) and Scheme of Work	

**Participation - Community School, Local, regional, national and global**

At Monkhouse we recognise the importance of Community links to both the pupils, parents and the wider community. Whilst we endeavour to be fully inclusive with the children, if a child’s behaviour has been deemed unacceptable in school, there may be safeguarding risks associated with taking them out of school or accessing wider provision. In these instances, the school may exclude children from certain activities.

**Extra Curricular**

At Monkhouse, we offer a range of extra curricular activities to support and enrich learning in school. Over the course of the year, we offer opportunities for children to work collaboratively on being safe to learn projects both in school and with our wider collaborative group of schools. EG internet safety week, anti bullying campaigns, show racism the red card etc

**INVOLVEMENT WITH EXTERNAL AGENCIES**

There are a number of agencies and services, schools can seek advice from to support children's behaviour.

CAHMS

Silverdale outreach services

Childline