Badger Hill
PRIMARY SCHOOL

Badger Hill Primary School

Positive Relationships Policy 2025/26

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Due for review: September 2026

September 2025

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Positive relationship policy (anti bullying)

Aims and Objectives

At Badger Hill, we believe that strong, positive relationships between children are the foundation of a happy, successful learning environment. Our Positive Relationship Policy is designed to help all pupils feel supported, valued, and safe. By promoting kindness, respect, and inclusion, we aim to create a caring school community where every child can thrive.

We are committed to preventing bullying by nurturing a culture of empathy and understanding. When children feel connected and respected by their peers, they are more likely to engage confidently in all aspects of school life. By addressing any concerns early and constructively, we ensure that every pupil has the opportunity to grow and succeed in a positive, respectful environment.

Definition of Bullying

At Badger Hill, we take bullying very seriously and want all children to feel safe, happy, and included.

Bullying is behaviour that is *deliberately hurtful*, *repeated over time*, and often involves an *imbalance of power*. This can leave children feeling upset, scared, or alone.

Bullying can happen in different ways, including:

- **Physical** – such as hitting, kicking or taking someone's belongings
- **Verbal** – like name-calling, teasing or using unkind language
- **Racist** – including racial comments, gestures or exclusion based on race or background
- **Indirect** – such as spreading rumours or deliberately leaving someone out
- **Cyberbullying** – using phones, messages or social media to hurt or intimidate others
- **Child-on-child bullying** – when children target other children in any of the ways listed above

Our focus is always on building positive relationships and helping children understand the impact of their actions through a restorative approach. If bullying does occur, we will work closely with all families to resolve issues quickly and support everyone involved.

Recognising Signs of Bullying: A Restorative Approach to Bullying

At the heart of restorative practice is the commitment to building a safe, inclusive, and respectful school community. To uphold this, all staff members—particularly teaching and support staff—play a vital role in **noticing early signs of distress** and **responding with empathy, care, and accountability**.

Children experiencing bullying may not always speak up, so staff must be observant and proactive in identifying potential indicators.

Pupils impacted by bullying behaviour may:

- Show reluctance or anxiety about attending school, and may have increased absences.
- Appear more anxious, withdrawn, or lacking in confidence.
- Isolate themselves from peers or show changes in friendship patterns.
- Display signs of unhappiness, loneliness, or emotional distress.
- Experience a drop in academic engagement or performance.
- Express low self-worth or negative self-image, sometimes describing themselves as “stupid” or “useless.”
- Exhibit changes in eating or sleeping habits, including nightmares or insomnia.
- Present with unexplained injuries or frequently “lose” possessions.
- Avoid social spaces such as playgrounds or lunchrooms or regularly request to leave early or stay late.
- Report vague physical symptoms (e.g., headaches, stomach aches, limb pain) with no clear medical cause.

Creating a Culture of Care and Communication

Pupils must feel **safe, supported, and empowered** to report bullying—whether experienced or witnessed. Staff should respond in ways that:

- Listen without judgment
- Seek to understand the full impact of the situation
- Work with all involved to restore relationships and repair harm
- Reinforce the value of each pupil in the school community

By remaining alert and acting with compassion, we create a school environment where **every student feels seen, heard, and valued**, and where challenges are addressed through responsibility and repair **rather than blame or punishment**.

Class teachers are encouraged to liaise closely with our pastoral lead Mrs Goddard and also our ELSA leads, Mrs Walker and Mrs Faxon.

Restorative Prevention Strategies for Bullying

Badger Hill Primary School is committed to creating a school community where every child feels safe, valued, and able to thrive. In line with restorative practices, we prioritise the building of strong, respectful relationships among pupils, staff, and families, recognising that a healthy school culture is the most effective foundation for preventing harm, including bullying.

1. Building a Culture of Respect and Belonging

Our whole-school approach promotes emotional safety and a sense of belonging for all. We actively nurture positive relationships—child-to-child, adult-to-child, and in partnership with parents and carers—through intentional dialogue, shared values and inclusive practices.

2. Curriculum-Based Learning for Empathy and Inclusion

We embed restorative values within our curriculum to help children develop empathy, understand others’ perspectives, and resolve conflict constructively:

- **PSHE and RE lessons** (e.g. SCARF long-term plan) explore themes such as fairness, friendship, emotional literacy and respect for difference. Children learn how their actions affect others and how to respond when harm occurs.
- Across the curriculum, children are encouraged to reflect on their identity, achievements, and challenges. They are supported in understanding the **impact of antisocial behaviours** like bullying, racism, and exclusion—and in learning how to make amends and rebuild trust.

3. Promoting Voice and Agency

We actively seek and respect pupil voice:

- **School Council and regular consultations** ensure all pupils have a meaningful say in school life, contributing to a shared sense of ownership, responsibility, and inclusion.
- **Circle time and open and safe discussions** are used regularly to promote open discussion, shared understanding and collective problem-solving in a safe and structured way.

4. Individualised Wellbeing Support

We provide responsive and relational support to meet children's individual emotional needs:

- **Wellbeing Worker and ELSA practitioners** can offer 1:1 and small group sessions to develop emotional regulation, resilience, and social connection when needed.
- Children are supported to process experiences of harm or conflict, helping them reintegrate positively and repair relationships where needed with adult guidance and support.

5. Staff Development in Restorative and Relational Practice

- All staff, including Midday Supervisory Assistants (MSAs), receive ongoing training in **positive behaviour strategies** that reflect restorative values—focusing on relationships before correction, de-escalation and relational repair.
- Staff are skilled in identifying early signs of distress and using everyday interactions to support emotional regulation and social learning.

By focusing on positive relationships, we aim to reduce incidents of harm and build a resilient school community where restorative approaches are embedded into everyday practice—not just as a response to conflict, but as a proactive way of being together.

Statutory duty of schools

Badger Hill follows the DFE Guidance 'preventing and tackling bullying' July 2017

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Education (Independent School Standards) Regulations 2014

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Implementation: Responding to Incidents Using the 5 R's of Restorative Practice

At Badger Hill Primary School, we acknowledge that, like in any school, incidents of bullying or relational harm may occur. When they do, we respond promptly and restoratively, guided by the **5 R's of Restorative Practice**: *Relationship, Respect, Responsibility, Repair, and Reintegration*.

1. Relationship

Strong, trusting relationships are the foundation of a restorative school. When harm occurs, our goal is to preserve and rebuild those relationships where possible.

- If bullying is suspected or reported, the member of staff first approached will respond promptly and with empathy, listening carefully to all parties involved.
- The incident is then shared with the relevant members of staff to ensure a **consistent and supportive approach** rooted in the context of each child's relationships and needs.

2. Respect

We ensure all voices are heard and treated with dignity.

- A clear and factual account of the incident is recorded on the **CPOMS system**, respecting the experiences and perspectives of everyone involved.
- The class teacher, deputy head, or headteacher will speak to all individuals concerned in a calm and non-judgmental manner, allowing each person to express their views safely and respectfully.

3. Responsibility

Taking responsibility for one's actions—and understanding their impact on others—is central to restorative practice.

- Those who have caused harm are encouraged to take ownership of their behaviour, reflect on its effects, and participate in finding a way forward.
- Staff guide children through this process, helping them see the consequences of their actions without shame or blame.

4. Repair

Rather than focusing solely on punishment, we prioritise opportunities to make things right.

- Where appropriate, a **restorative conversation or restorative meeting** will be held to allow all involved to reflect, express emotions and agree on how to repair the harm and rebuild trust.
- Actions may include apologies (verbal or written), acts of kindness, behaviour agreements or participation in supported relationship-building activities.

5. Reintegration

Our aim is for all pupils to feel safe, accepted, and part of the school community.

- After an incident, all individuals—especially those who have been harmed—receive ongoing support to feel secure and included.
- The child or children responsible for harm are also supported in **rebuilding their place in the community** through guided reflection, positive reinforcement, and relational connection.

Additional Considerations:

- **Monitoring**: All relevant staff are informed and involved in monitoring the situation to prevent recurrence and support all parties in moving forward.
- **Parent Communication**: Parents/carers are kept informed throughout the process, as partners in nurturing accountability and wellbeing.
- **Record Keeping**: All incidents, including racist incidents, are recorded and monitored via CPOMS in line with safeguarding and behaviour policy expectations.

By responding to harm through the **5 R's**, we help students learn from conflict, develop empathy, and take meaningful steps to restore relationships—building a more compassionate and connected school environment.

Parents

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's positive relationships policy alongside the positive behaviour policy; and to actively encourage their child to be a positive member of the school.

Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including suspension **will** sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed
without further enquiries being made.

All parties involved in any bullying allegations will be treated fairly and with respect.

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff who has the relevant training
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence through small group or 1:1 work such as

ELSA

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Pupils who have bullied will be helped by:

- discussing what happened through restorative methods
- discovering why the pupil became involved
- establishing the actions that led to the bullying and how those actions can be improved and changed
- informing parents or guardians to help work alongside the

school The following disciplinary steps will be taken:

- Discussion with the class teacher/SLT member if this is first incident
- sanctions following school's positive behaviour policy
- Internal suspension from break and lunch times
- fixed-term suspension if persistent or to safeguard the victim or the bullying.
- Longer fixed-term suspension
- Permanent suspension

If a case of child on child abuse occurs, safeguarding procedures will be followed.

The role of governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.