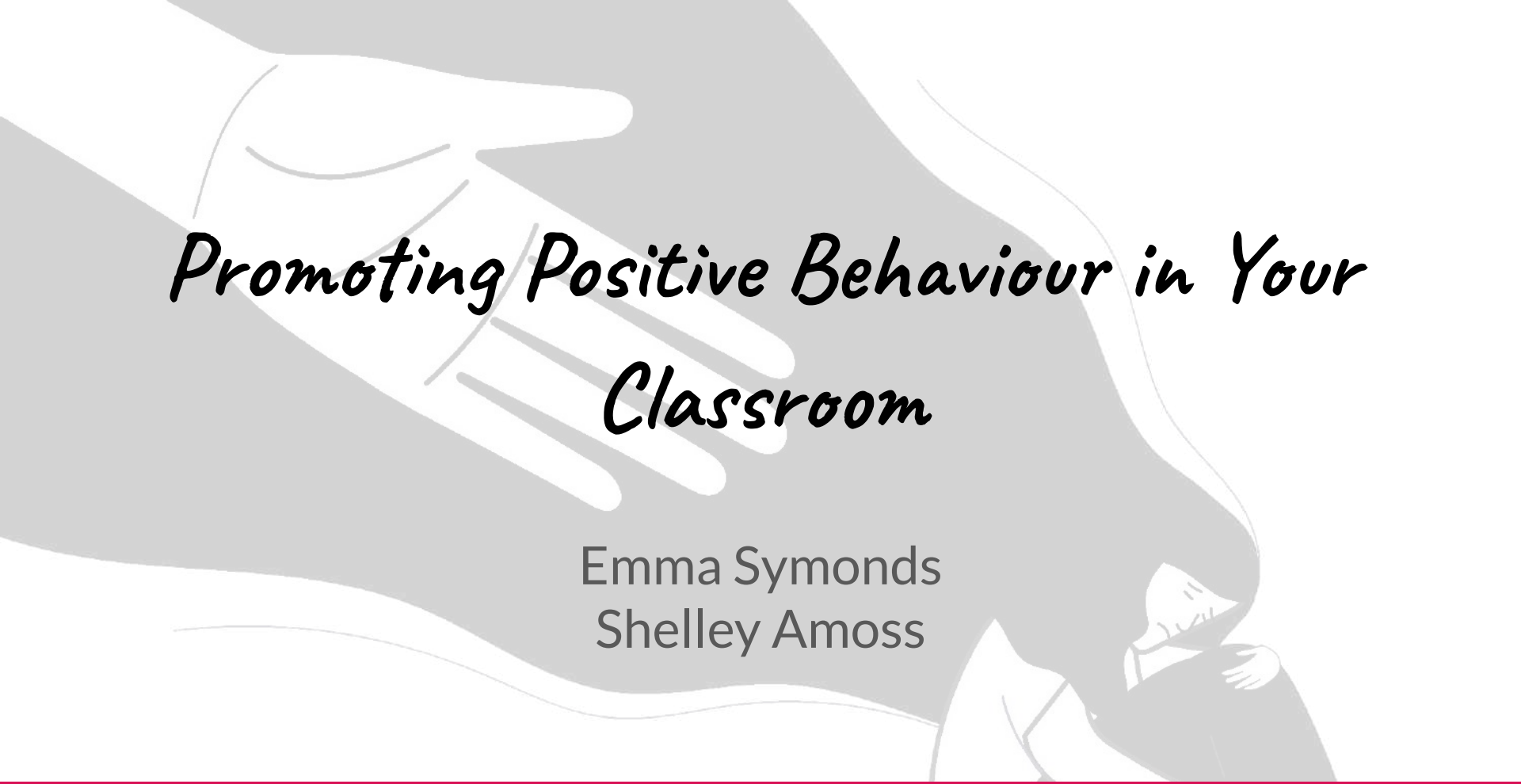
Promoting Positive Behaviour in Your Classroom



Emma Symonds
Shelley Amoss

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Agenda

- Introduction
- Understanding bullying
- KCSIE - Safeguarding
- FAQs
- School approach
- Supporting victims
- Reporting strategies
- Restorative practice
- Top tips
- Supporting resources

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Beyond the core curriculum

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Understanding bullying

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

-Anti-bullying Alliance 2024

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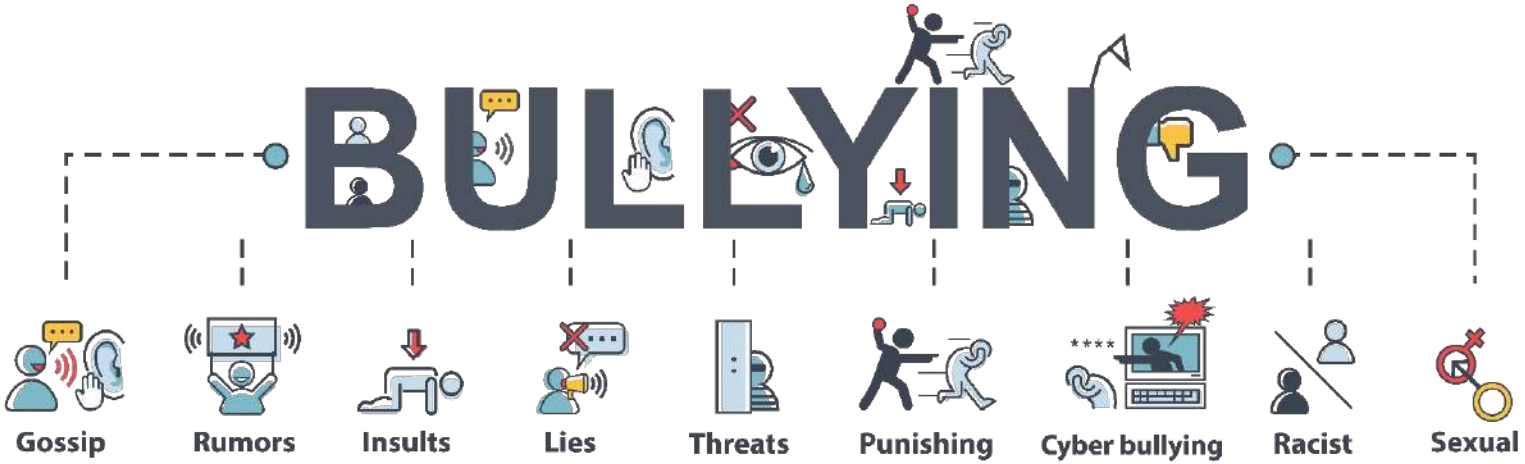
Types of bullying



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Suicide and self harm

- Research indicates that children and teenagers who experience bullying are up to three times more likely to self-harm or attempt suicide (Young Minds, NSPCC).
- Approximately 17% of children who have experienced severe bullying have considered self-harm as a coping mechanism.

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Cyberbullying and social media

- Notable increase in cyberbullying due to the use of social media.
- Reports suggest that over 40% of young people have experienced some form of bullying online (Ditch the Label).
- The perception of anonymity and 24/7 nature of social media platforms can exacerbate the negative impact, making victims feel they have no escape.

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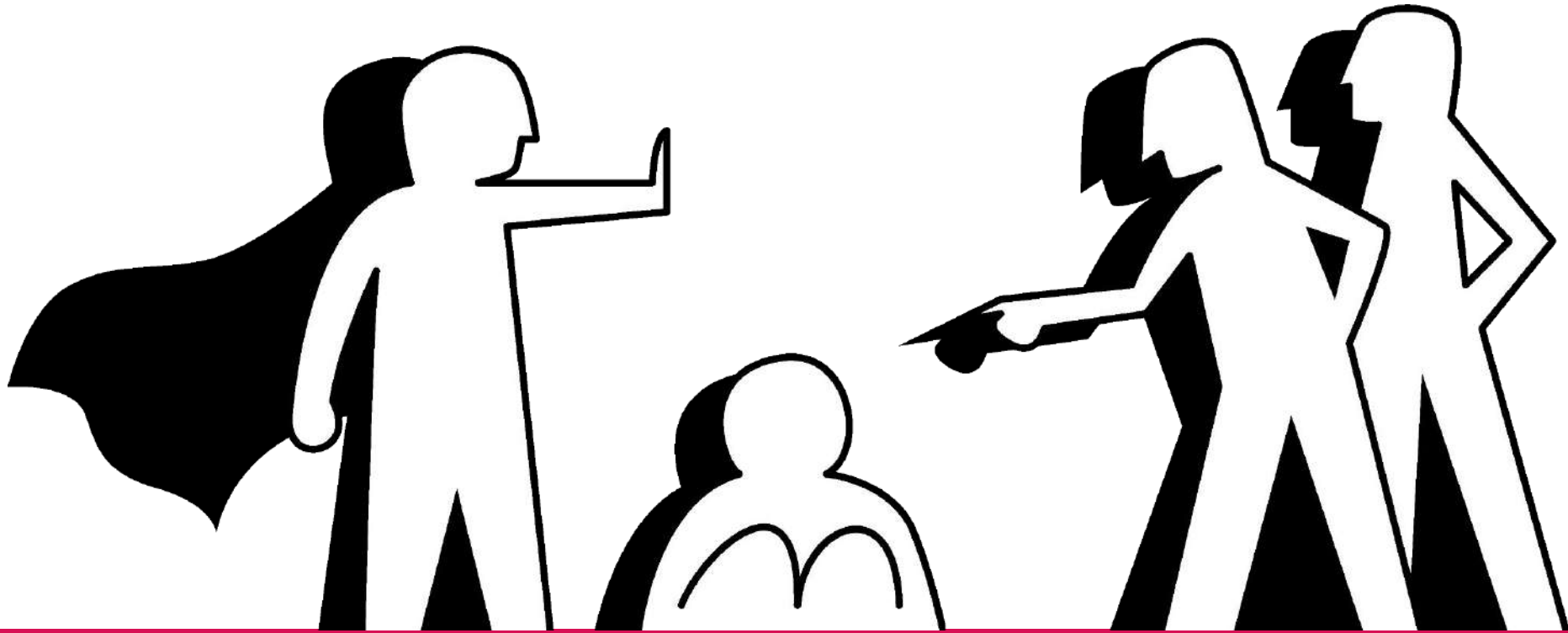

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How can upstanding behaviours be taught?

- Teach upstander actions.
- Use role play and scenario practice.
- Teach assertive skills.
- Promote empathy.
- Encourage group action.
- Digital safety.
- Trusted adults.

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'Boys will be boys' - KCSIE Section 5

- Normalisation of harmful behaviour.
- Disregarding victim's experiences.
- Failing to address underlying issues.
- Accountability and consequences.

Keeping Children Safe in Education

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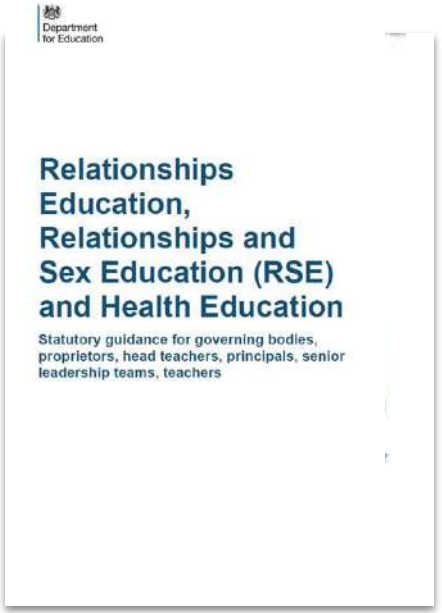
Statutory guidance

Relationships Education, Relationships and Sex Education and Health Education.
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

- **Respectful relationships**: Understanding boundaries, respect and how to manage conflicts constructively.
- **Being safe**: Understanding personal space, knowing the difference between appropriate and inappropriate contact and how to protect oneself both online and offline.
- **Caring friendships**: Knowing that friendships should be supportive and what to do if they are not.
- **Online relationships**: Understanding the risks associated with social interactions online and how to keep themselves safe from cyberbullying.

The statutory guidance for RSE places a significant focus on **teaching respect, identifying bullying, providing support mechanisms and fostering empathy** to prevent bullying in primary schools.

The aim is to ensure that children develop the skills and confidence to create positive relationships, deal with conflicts appropriately, and seek help if they or someone else is being bullied.



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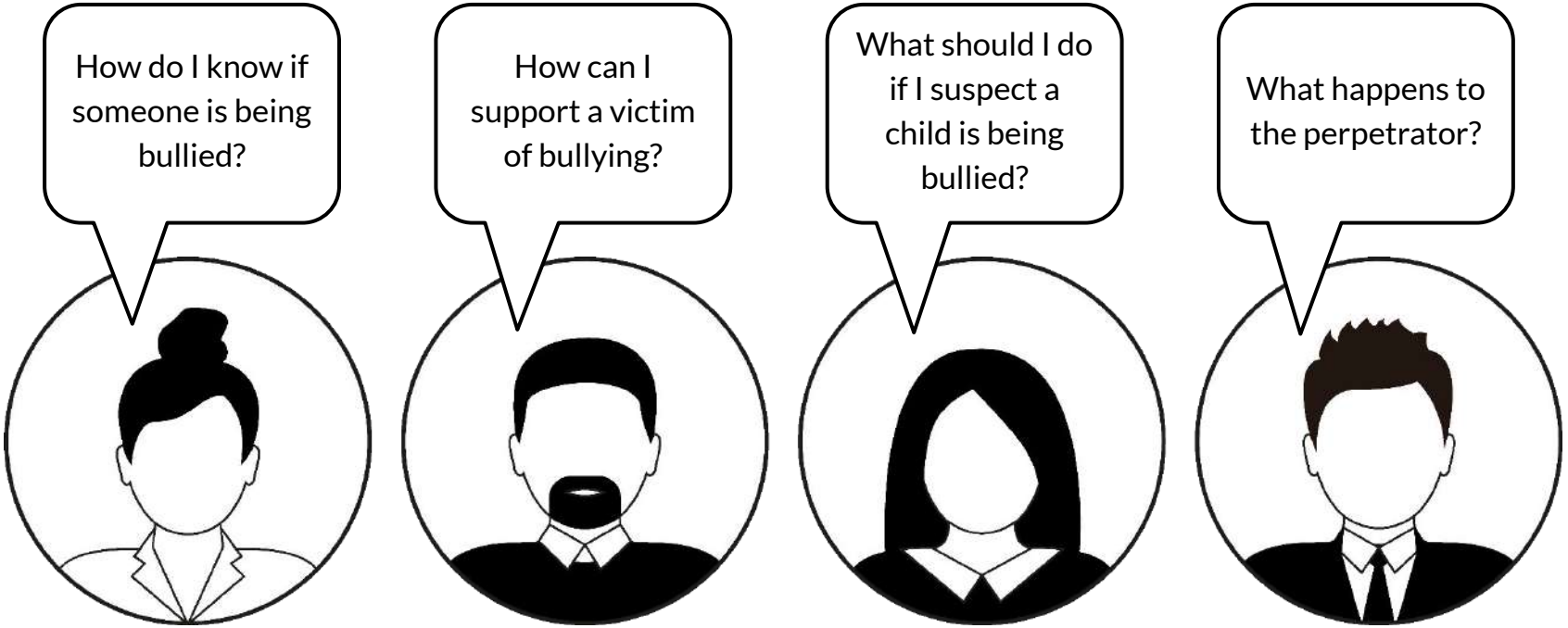
FAQs



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FAQs

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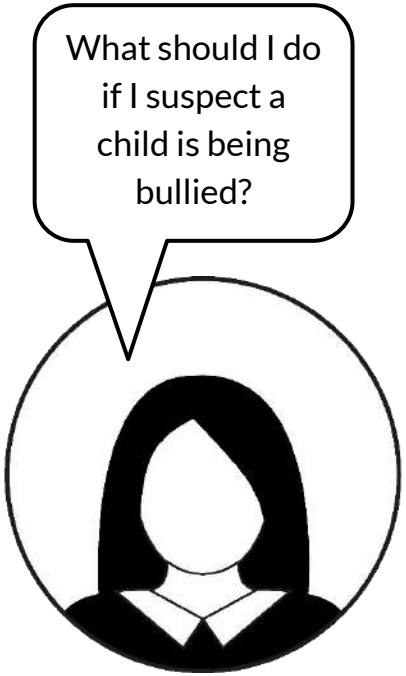
FAQs



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FAQs

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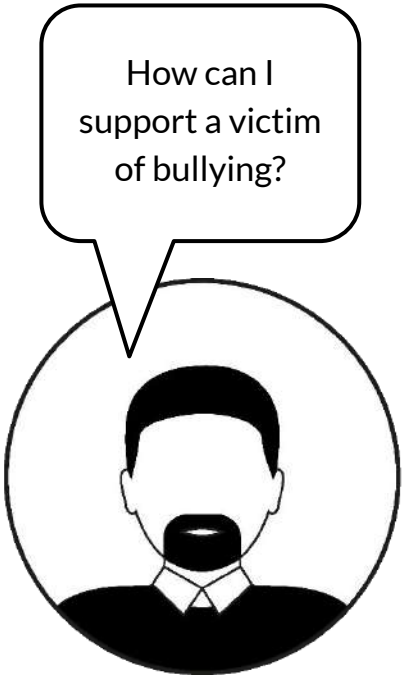
FAQs



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Supporting victims - script ideas

1. Establishing safety and trust

- "I want you to know that you're safe here with me and I'm here to help."
- "Please tell me what happened in your own words. I'm here to listen."
- "You're not alone. I am here to help"

2. Understanding the situation

- "How often has this been happening?"
- "Who is involved in this situation? Is it the same person or different people?"
- "Can you describe what has happened and how it made you feel?"

3. Identifying emotions

- "How are you feeling about everything that has been happening?"
- "When these things happen, what do you feel in that moment?"
- "It's okay to feel sad, scared, or angry. How can I best support you with these feelings?"

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4. Providing reassurance

- “What you have experienced is not your fault."
- "Thank you for sharing this with me. It must have been hard and you are very brave for talking about it."

5. Discussing actions

- "Have you told anyone else about this before? What happened when you did?"
- "What do you need right now to feel safe?"
- "Do you have any other ideas about how we could address this together?"

6. Offering continued support

- "Is there anything you’d like me to do to help make things better?"
- "How can I make you feel safer? Is there someone else at school you feel comfortable talking to?"
- "What would make you feel better during the school day? Maybe sitting closer to a friend or having someone to be with during breaks?"

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7. Building confidence

- "You've done the right thing by coming to talk."
- "If this happens again, it's important that you let me or another adult know. We're all here to support you."
- "You deserve to feel happy and safe at school. Let's work on a plan together to make sure that happens."

8. Exploring positive actions

- "What could we do together to help you feel better or safer right now?"
- "Is there a friend you'd like me to pair you up with during breaks or class activities?"
- "Would you be interested in learning some things you could say or do if this happens again?"

9. Ways to give the child control

- "Would you like to talk about this more, or should we take a break?"

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Reporting strategies

- Anonymous reporting box
- Dedicated reporting email or website form/link
- Safe person or trusted adult programme
- Classroom worry box
- Peer support or buddy system
- Scheduled "Check-in" times
- QR Code reporting system
- Bullying reporting cards
- Designated safe space/s
- Digital reporting tools, charities and helplines

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Utilise mentorship and peer support systems to create a network for children to turn to

- Training pupils to act as 'anti-bullying ambassadors' , 'buddies' , or ‘upstanders.’
- Regular meetings and check-ins.
- Promotion .
- Safe spaces.
- Buddy system.
- Rewards and recognition.
- Resources.
- Group activities to build trust.
- Evaluate and improve.

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- Celebratory events
- Kindness challenges
- Engaging parents through workshops, speakers etc.
- Whole school involvement

Would anyone like to add any more ideas here for things that have worked well?

Please pop them in the chat!

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Restorative conversations - scripts

Understanding the behaviour:

- "Can you help me understand what happened?"
- "What were you thinking at the time?"
- "What were you trying to achieve when you said/did that?"
- “How are you feeling about what happened?”

Reflecting on impact:

- "How do you think your actions made the other person feel?"
- "How would you feel if someone did this to you?"
- "Why is this behaviour hurtful?"

Taking responsibility:

- "What could you have done differently?"
- "How can you make things right?"
- "What can you do to stop this happening?"

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Modelling best practice -restorative language

Instead of Saying...	Try Saying...
"Say sorry."	"How can we make things right?"
"That's unacceptable."	"That choice hurt someone. Let's talk about it."
"Why did you do that?"	"What was going on for you at the time?"
"Stop arguing."	"It looks like you're upset. Let's work this out together."
"You're in trouble."	"Let's figure out how we can fix this."
"Go to time-out."	"Let's take a break and talk about this when you're ready."

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A multifaceted school approach

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Positive behaviour strategies

- PIP and RIP: Praise in public, reprimand in private
- Class agreements and ownership of rules/expectations
- Gratitude circles: End the week with learners sharing one kind thing someone did for them
- Teaching self-regulation
- Agree, disagree, compromise game: Scenarios
- Beach ball game to demonstrate alternate points of view
- Giving children roles of responsibility
- Model the behaviour you want to see
- Picture books: Discuss themes of kindness, fairness and making amends.
- Use opportunities as teachable moments

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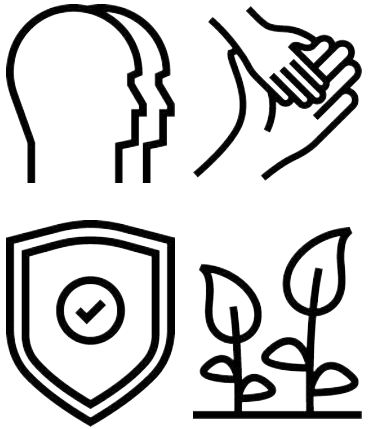
Review the school ethos, culture and linked policies

Duty of care (KCSIE)

Anti-bullying policies

Classroom codes of conduct / Behaviour policies

- Make sure each classroom has a visible code of conduct - aligning with the school policy.
- Ensure children are part of creating rules to foster ownership and autonomy. E.g. What do we want our classroom to be like? Feel like?



Review CPD opportunities and how this can impact - e.g. Trauma informed training, non-verbal cues.

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Ideas

Kindness chain: Ask the children to write kind acts on strips of paper and build a chain for the classroom.

Role-playing scenarios: Use role-play to help children understand the perspectives of different parties involved in bullying (bully, bystander, victim).

Discussion circles: Prompt children to discuss a time they felt left out and how it affected them.

"Put yourself in my shoes": Children write about someone else's feelings and experiences during bullying situations.

Compliment circle: Have children share positive compliments with one another regarding skills or personal qualities.

Digital citizenship: Discuss online behaviour and teach about cyberbullying using age-appropriate videos.

Cross-curricular approaches in English: Reading stories with themes of kindness and discussing characters' choices.

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Awareness campaigns

Awareness days

- Stand Up To Bullying (24 Feb).
- Mental Health Awareness Week (12-19 May).
- International Day of Friendship (30 July).
- World Mental Health Day (10 Oct).
- Kindness Day (13 Nov).
- Call A Friend Day (28 Dec).

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Top tips for classrooms

1. Establish a positive classroom culture - reporting and speaking up is a strength.
2. Encourage open communication and safe spaces.
3. Develop social and emotional skills.
4. Intervene consistently and quickly.
5. Foster peer support.
6. Promote inclusion and celebrate differences.
7. Educate about bullying and its effects.
8. Empower bystanders to act - if it is safe to do so.
9. Continue to involve parents and wider members of the school community.
10. Digital literacy education and e-safety.

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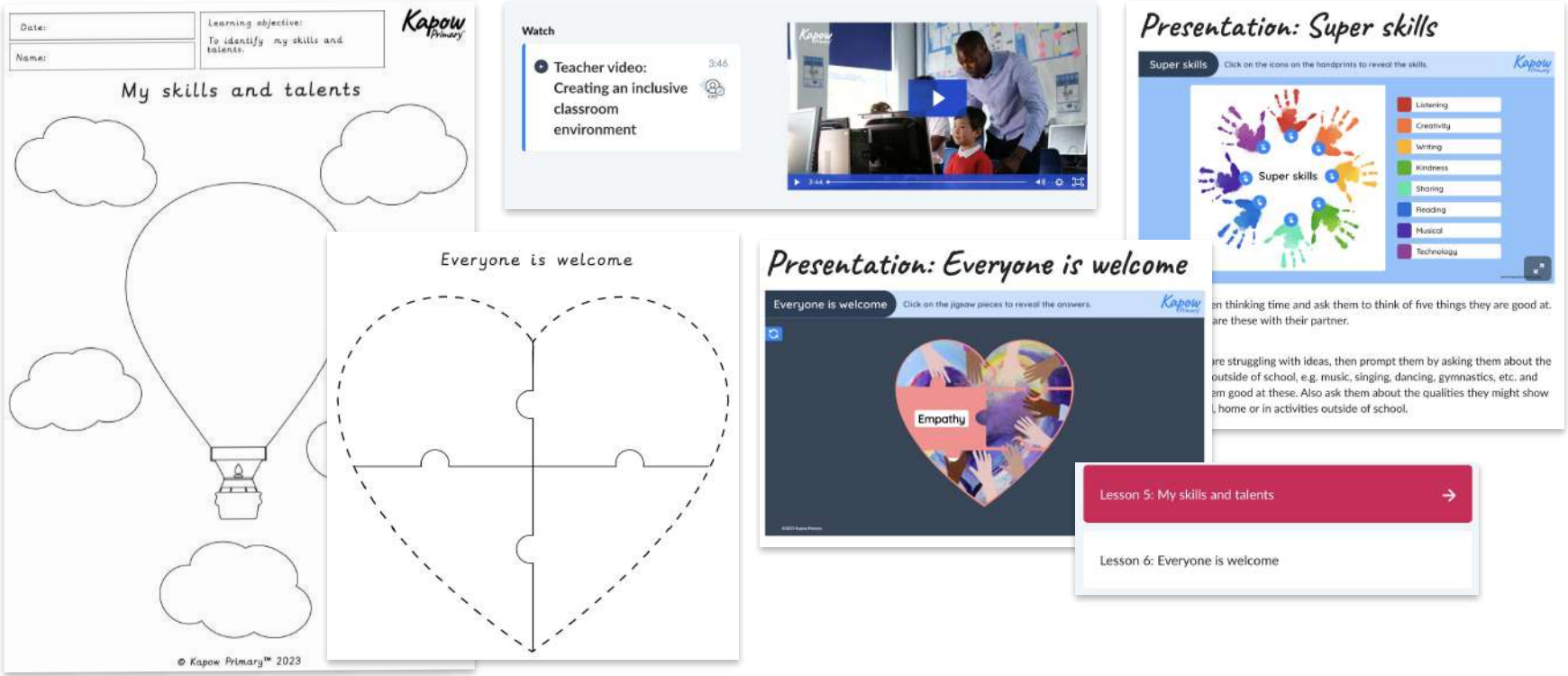
- Focus on **curriculum**, providing **educational resources** to challenge negative stereotypes, improve social attitudes and promote empathy and inclusivity.



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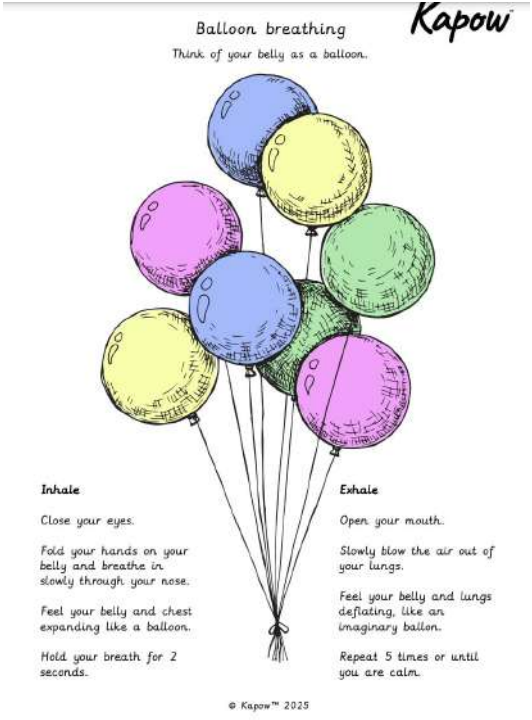
Positive behaviour and wellbeing themed freebies!



Balloon breathing

Think of your belly as a balloon.

Inhale

Close your eyes.

Fold your hands on your belly and breathe in slowly through your nose.

Feel your belly and chest expanding like a balloon.

Hold your breath for 2 seconds.

Exhale

Open your mouth.

Slowly blow the air out of your lungs.

Feel your belly and lungs deflating, like an imaginary ballon.

Repeat 5 times or until you are calm.

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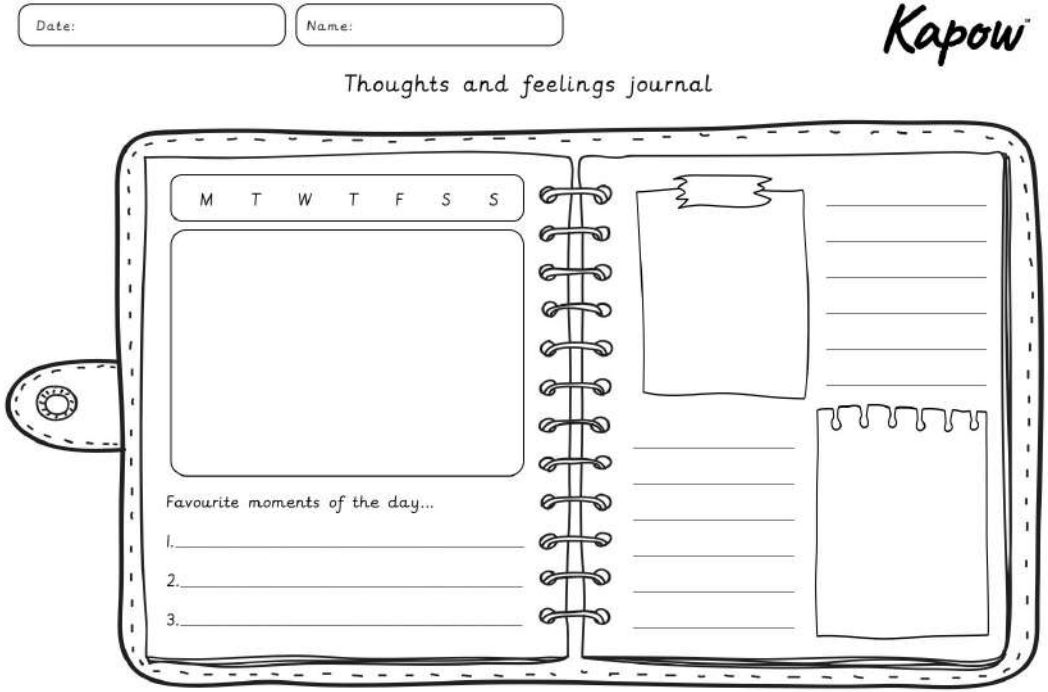


Date:

Name:

Thoughts and feelings journal

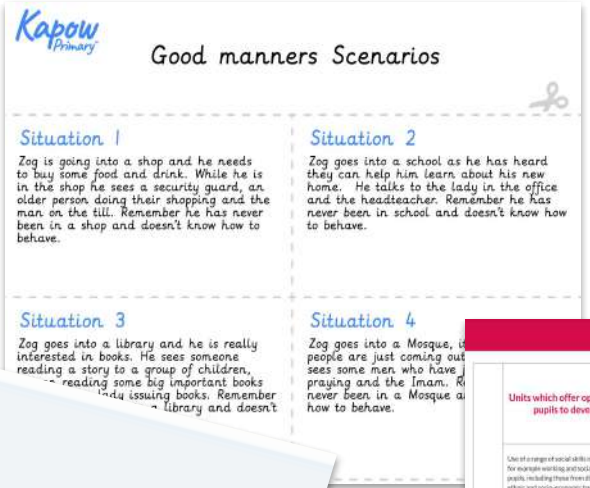
M T W T F S S

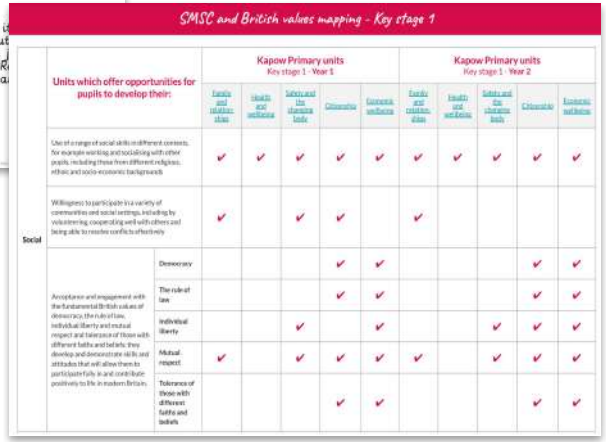
Favourite moments of the day...

1.

2.

3.





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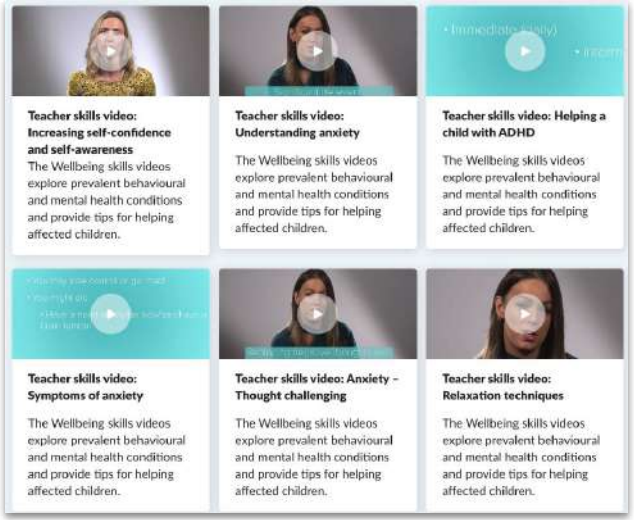
Internal resources and useful links

Kapow Primary Resources:

- Year 1 > Families and relationships > L5, L6.
- Year 1 > Safety and the changing body > L5, L8.
- Year 2 > Safety and the changing body > L2. L6.
- Year 3 > Families and relationships > L2, L3*, L6
- Year 3 > Safety and the changing body > L3*, L4*.
- Year 4 > Families and relationships > L3, L4*.
- Year 5 > Families and relationships > L6*.
- Year 5 > Safety and the changing body > L1, L2.
- Year 6 > Safety and the changing body > L3.



Specialist CPD Video Banks:

- RSE: Computing Teacher Video | Friendships | Mixed-Age
- Teacher video: Mental wellbeing
- Wellbeing: Teacher Skills Videos

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External links

- Anti-Bullying Alliance:
  https://anti-bullyingalliance.org.uk/
  https://anti-bullyingalliance.org.uk/anti-bullying-week-2024-choose-respect/school-resources

- NSPCC Bullying & Cyberbullying:
  https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-cyberbullying/
  https://learning.nspcc.org.uk/safeguarding-child-protection/anti-bullying-resources

- One minute guide to bullying: https://www.leeds.gov.uk/one-minute-guides/bullying

- Young Minds: https://www.youngminds.org.uk/young-person/coping-with-life/bullying/

- Anti-bullying pro: https://www.antibullyingpro.com/resources-types/presentation

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"What you do speaks so loud that I can't hear what you say."

-Ralph Waldo Emerson, Philosopher and Poet

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