



# **St Hugh of Lincoln**

## Catholic Primary School

## **Behaviour and Anti Bullying Policy**

**This Behaviour and Anti Bullying Policy  
has been approved and adopted by  
St Hugh of Lincoln Catholic Primary School in  
January 2022 and will be reviewed in January 2023**

## Behaviour

### Introduction

The governors and staff of St Hugh of Lincoln Catholic Primary School regard the promotion and maintenance of positive behaviour as pivotal to the development of each child as an individual and to the enablement of all pupils to enjoy school and achieve to the best of their ability. Positive behaviour management in which all are valued and loved is central to our Catholic understanding that all are created by God, in the image of God.

We are committed to ensuring the welfare of all pupils, and to ensuring that there is no bullying or discrimination. We are aware of the needs of children who need special support for behaviour. Vulnerable pupils, including looked-after children and children with special educational needs or disabilities (SEND), will receive behavioural support according to their need.

### Aims of the Policy

The aim of this policy is to underpin a school environment in which everyone will

- have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- encourage a calm, purposeful and happy atmosphere
- foster positive caring attitudes and respect towards all others
- encourage increasing independence and self-discipline
- have regard for the safety of all
- have an awareness about appropriate behaviour towards all adults working in the school and a proper regard for authority
- make boundaries of appropriate behaviour clear in order to secure an acceptable standard of behaviour by pupils
- make sure that pupils complete any tasks reasonably assigned to them in connection with their education and regulate the conduct of pupils

### Communicating the Behaviour Policy

The behaviour policy is explained to all pupils and staff annually. It is shared with parents, carers and others through the school website. We have three simple school rules that are displayed throughout the school and communicated frequently to the children. These are that we are: Ready, Respectful and Safe.

Pupils are reminded of the behaviour guidelines and make their own class promises in accordance with the principles of the behaviour policy. Their views on behaviour issues are sought via School Council and during PSHE activities in each class. All staff are reminded of school behavioural policy expectations on a regular basis. This reinforces for staff the importance of a consistent approach to positive behaviour management throughout the school.

### Promoting and rewarding good behaviour

All staff are expected to promote a balance between rewards and sanctions.

The principle of rewarding consistently good behaviour and improving behaviour underpins the school's behaviour practice but there is the understanding that praise must be earned.

The school promotes:

- Maintenance of self- esteem and respect
- Clearly-stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour

- Processes which promote restorative practices
- Maximum communication and liaison between teachers, teaching assistants, midday supervisors, parents and pupils

**The maintenance of self- esteem is essential. This is promoted by:**

- Frequently using encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded
- Being available to listen to what the child says and take their problems and feelings seriously
- Showing the children respect, seeing each one as a child made in the image of God
- Offering social skills lessons
- Adopting a positive approach to each child and encouraging the children to discuss others in a positive and constructive way
- Taking an interest in the child's life outside school
- Giving correction without demeaning the child
- Acting swiftly to deal with the misbehaviour when it occurs
- Ensuring that attention is given to the primary transgression
- Using words which make it clear that it is the behaviour that is unacceptable not the child
- Giving the child the opportunity to consider responses to the 'Five Magic Questions' (see Appendix 1)
- Giving reasons to the child why the behaviour should be changed and discuss suitable strategies
- Where children struggle with their self-esteem, ELSA is used

**Positive behaviour is promoted by:**

- Being firm and being seen to be fair by all children present
- Using praise effectively by giving feedback on exactly what you are praising
- Using processes which promote restorative practices
- 5 Magic Questions (see Appendix 1)
- Time out
- Zones Of Regulation as part of the PSHE Curriculum
- All staff are trained in Emotion Coaching
- Teaching children how to say sorry

**Saying Sorry**

St. Hugh of Lincoln will encourage the children to say 'sorry' effectively by following the 4 steps below:

- 1) I'm sorry for... (being specific to show the other person that you understand what they are upset about)
- 2) This is wrong because... (showing that you understand why it was wrong or how you hurt the other person's feelings)
- 3) In the future, I will... (using positive language – I will ... rather than I won't...)
- 4) Will you forgive me? (trying to restore friendship)

**Establishing whole school systems of rewards:**

- Showing work to other adults in school
- Celebration Assembly
- Recognition Boards in every class
- Faith, Love, Learn, Grow and star stickers in children's work
- Celebration Postcards home

### **Factors for staff to bear in mind**

- Don't praise just for encouragement; it should be deserved, otherwise it will become meaningless
- Remember that critical but constructive feedback is also likely to be valued and motivational
- Make it clear that it is the behaviour which you don't like, not the child
- Behaviour is a form of communication
- Peer praise is effective as well as teacher praise

### **Roles and Responsibilities of Children**

- Follow our 3 school rules at all times - Ready, Respectful, Safe
- Be aware of and respect other people's personal space
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Behave safely and responsibly
- Seek support from an adult if they have any concerns or worries

### **Use of de-escalation strategies**

At St Hugh of Lincoln Catholic Primary School we have strategies which we use if we encounter unwanted behaviour. These 'de-escalation strategies' are set out in the school's Behaviour Guidelines (Appendix 1). All staff have responsibility for ensuring good behaviour.

When responding to any incidence of unwanted behaviour:

- Reference should be made to our 3 school rules – Ready, Respectful, Safe
- Use the Appendix 1 of this policy as guidance to ensure consistency of approach
- Action needs to be swift

### **Wraparound Care**

Our wraparound care unit is sited on our premises and acts as an extension of the school day. As such, pupils are expected to adhere to the usual behaviour expectations set out in this policy. If the child does not respond to behaviour management strategies from a member of our wraparound care team and if their behaviour choices do not improve, the child is referred to the Head Teacher or member of SLT. Children who consistently refuse to comply with these behaviour expectations may be asked not to come to wraparound care.

### **Discipline of pupil behaviour outside school**

St Hugh of Lincoln Catholic Primary School expects positive behaviour by pupils both on and off the school site. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

Schools have a statutory power and obligation to regulate the behaviour of pupils when off school premises even if not supervised by school staff.

St Hugh of Lincoln Catholic Primary School expects positive behaviour off school site. As such the school policy aims to ensure:

- Good order on transport, educational visits or sports events;
- Behaviour which does not threaten the health or safety of pupils, staff or members of the public;
- Reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- The protection of individual staff from harmful conduct by pupils of the school when not on the school site.

Should a disciplinary incident occur involving a St Hugh of Lincoln pupil the school would consider the following criteria in conjunction with our behaviour guidelines:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.

Related to this the school would consider:

- Whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff);
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or in otherwise close proximity to the school;
- Whether the misbehaviour was whilst the pupil was taking part in an educational activity as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

#### **Confiscation, including the retention and disposal of inappropriate items**

If any member of staff considers it appropriate, it is lawful for the school to confiscate pupils' property as a disciplinary sanction, although it must be a reasonable sanction in the circumstances of the particular case.

If staff consider it appropriate it is lawful for the school to confiscate pupils' property as a disciplinary sanction, though it must be a reasonable sanction in the circumstances of the particular case.

Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.

The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property. For the confiscation to be lawful it must be proportionate, necessary in a democratic society and in pursuance of a legitimate aim. Generally the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

However, proportionality is very relevant, and that in turn depends on the value of the property. For example, if a pupil is playing music loudly on a personal music player, it is likely that total destruction of the device after it has been seized is disproportionate, which would make such a step unlawful. Taking the device and returning it at the end of the school day is much more likely to be a proportionate response. On the other hand, if a paper ball or piece of chewing gum has been confiscated, disposal of the item is likely to be a proportionate response.

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for certain school staff to search suspected pupils and or their property for knives or other weapons without consent. It also deals with the seizure of items found during the course of a search.

The guidance highlights the fact that no member of staff, unless authorised by the head teacher, can undertake a search.

It also makes clear that:

- Two members of staff must always be present at a search, and recommends that both should have received appropriate training

- The search must be undertaken by a staff member who is the same sex as the pupil
- Where possible, it should take place out of public view.

Schools should note however that the legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out his/her pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

### **Taking account of individual pupil needs**

In accordance with our mission statement, St Hugh of Lincoln Catholic Primary school respects the uniqueness of the individual and as such takes into account SEN, disability and the circumstances of other vulnerable pupils. A child's individual needs, known to the school, may require additional intervention in order to enable him or her to conform to behavioural expectations. Adaptations to the behaviour guidelines will be made as appropriate to reflect strategies included in pupils' individual pathway plans or EHCPs, where this applies.

Schools need to take account of SEN, disability and the circumstances of other vulnerable pupils by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools – Disability Discrimination Act 1995) and the SEN duties in the

Education Act 1996, both of which were amended by the SEN and Disability Act 2001. St Hugh of Lincoln has done this in our equality policy which should be read in conjunction with the behaviour policy.

The factors below require consideration in order to take account of individual pupils' needs and circumstances when applying the school's behaviour policy, regarding, in particular: race, religion and culture; and SEN, disability and the circumstances of other vulnerable pupils.

### **Race, religion and culture**

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents/carers of different racial groups.
- Schools should ensure staff members are well informed about cultural differences in behaviour and their implications.
- Schools should support newly-arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.
- In connection with dress codes and appearance, schools are required to take appropriate account of the cultural and/or religious needs of particular pupils. In drawing up or reviewing their policies, schools should reach a sensible compromise between the practices of particular minority groups and the need to ensure the health and safety of all pupils, effective teaching and learning, the promotion of a strong, cohesive school identity and harmony between the different groups represented in the school.

## **SEN, disability and vulnerable pupils**

- Schools must make reasonable adjustments in the application of their behaviour policy to pupils with disabilities
- Schools must make special educational provision for pupils whose behaviour related learning difficulties call for it to be made
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils
- Schools should identify at-risk pupils in advance
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils
- Schools should ensure that all those in contact with the pupil know what has been agreed
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework
- Schools should ensure that all staff are aware of appropriate referral procedures

## **Monitoring and evaluation**

The Head Teacher will report on behaviour to governors and will inform governors of any significant alteration in behavioural trends.

The school use CPOMS, which is an electronic system for recording behaviour incidents. This behaviour log is reviewed half termly by the DSL team to identify trends and opportunities for further improvement.

## **The role of the governing body**

In addition to the guidance provided within this policy, the Governors also endorse and support the statutory obligations specified by the Department for Education in its update of January 2016 "Behaviour and discipline in schools." The Governors therefore support the guidance which allows for the Headteacher to be supported should the following be required;

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for)
- The power to use reasonable force and other physical contact
- The power to discipline beyond the school gate
- The power to confiscate pupils' property
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

## Peer on peer abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Hugh Of Lincoln recognise that children are capable of abusing other children. We believe that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of peer on peer abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2021), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

St Hugh Of Lincoln recognises that peer on peer abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

In order to minimise the risk of peer on peer abuse, St Hugh Of Lincoln will:

- implement a robust behaviour and anti-bullying policy
- provide an age appropriate RSE and PSHE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including thought boxes and CPOMS online reporting option.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663.

For further information and advice, please consult the following: DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>



## Suspension and Permanent Exclusion

A decision to suspend or permanently exclude, either internally, for a fixed-period or permanently will only be considered when alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension or permanent exclusion may be necessary.

A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or child
- Racist abuse
- Sustained bullying
- Sexually inappropriate behaviour
- High-level disruption to lessons
- High levels of non-compliance

If the Head teacher is considering exclusion, she will follow the most recent Exclusion Guidance <http://new.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school>.

Internal exclusion is when a child is withdrawn from class for a limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal exclusion will be proportionate to the behaviour. Parents will be informed when an internal exclusion is issued. The child will have access to movement breaks, toilet facilities, water and snacks/lunch.

Suspension is when a child is suspended from school and must remain at home for a fixed period of time. Suspension will only be used for serious breaches of the behaviour policy.

Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy.

**APPENDIX 1: Behaviour Guidelines – they cannot identify every behaviour or prescribe every strategy in detail**

	<b>Example Behaviours</b>	<b>Example De-escalation strategies</b>	<b>Comments</b>
<b>S T A G E  1</b>	Wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.	Apply positive strategies to encourage appropriate behaviours in line with the school's ethos. Minimal. Eye contact. Proximity. Reminders. Catch them being good. Draw attention to desired behaviours. Change of seating as a positive intervention.	Each day is a fresh start. After several repetitions within a certain time period e.g. 3 incidents in a morning, appropriate to yr. group expectations. A warning is given that the next time it changes to STAGE 2. Personal reward system in place.
<b>S T A G E  2</b>	Not responding to teacher's requests to work. General refusal to do anything. Minor challenge to authority. Swearing or other use of inappropriate language. Annoying other children / disruption of other children's learning (impact on individual or small group of learners).	Apply positive strategies to encourage appropriate behaviours in line with the school's ethos. Child to stand apart from class group and then sit down when they feel ready to do so. Five Magic Questions What do you think you need to do to make things right? Determine agreed consequence with the pupil. Completing unfinished work at playtime. Short detention (during playtimes). Class Teacher to discuss behaviour with parents at the end of the day. Use a restorative approach to encourage forgiveness.	Minimal use of words. 3 repetitions within a day to STAGE 3. Record in class report book (for monitoring purposes). <u>Five Magic Questions</u> What happened? What were you thinking of at the time? Who has been affected by what you have done? In what way have they been affected? What do you think you need to do to make things right?
<b>S T A G E  3</b>	Deliberately creating a disturbance (impact on whole class). Deliberately throwing light objects. Intentionally hurting someone through reckless behaviour likely to cause harm to self or others, or deliberately hurting – e.g. pinching, pushing, holding. Intentionally damaging school/pupils' property (e.g. stationery). Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek/challenge to authority. Harmful/offensive name calling.	Apply positive strategies to encourage appropriate behaviours in line with the school's ethos. Separation from the rest of the class group – e.g. desk at the back, or work in another class. Detention Exclusion from class, with work. Five magic questions. Parents invited to meeting with class teacher to discuss behaviour.	If behaviour is consistent begin an individual behaviour support plan to target specific behaviour. If behaviour is consistent, possible involvement of external agencies. Record in class report book (for monitoring purposes). 3 repetitions within a day to STAGE 4
<b>S T A G E  4</b>	Bullying including Cyber Bullying Deliberate discrimination against other children including sexual harassment. Repeatedly leaving classroom without permission. Fighting and intentional physical harm to other children – e.g. punching, kicking, hair pulling, biting, hands on necks, aggressive wrestling. Throwing heavy / hard objects in a dangerous but untargeted way. Serious challenge to authority (e.g. refusing to carry out a sanction / refusing to follow instructions designed to keep self and others safe). Verbal abuse to any staff. Deliberately causing permanent damage to school property (egg, graffiti, damage to fixtures and fittings). Stealing. Verbal threats to harm others including racist, sexist, homophobic or discriminatory language or behaviour.	Time out in a safe place / calming strategies. School contact with parents on same day as incident. Five magic questions. Internal Exclusion recorded on CPOMS Parents invited to meeting to discuss behaviour. Possible suspension.	Possible involvement of outside agencies.
<b>S T A G E  5</b>	Physical abuse to any staff. Very serious challenge to authority of school senior leadership. Verbal threats to hurt others while holding a potential weapon. Extreme danger or violence (including sexual violence) towards self or other (e.g. throwing heavy / hard object at another person; hitting someone with an object such as tennis racket).	Probably means immediate external suspension.* Involvement of parents in supporting pupil at School A decision to exclude a pupil permanently should only be taken: in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. <i>DfE 2012</i>	See Department for Education exclusion guidelines and Surrey exclusions guidance and school Exclusions Policy page 5.

\*Head teacher discretion to be used where: a pupil has identified special educational needs and it would not support their learning needs to be subject to a suspension; the school is aware of pupil mental health concerns; the school is aware of bullying concerns; factors such as recent bereavement are impacting on pupil behaviour.

## Anti-Bullying Policy

The Governing Body and staff of St Hugh of Lincoln Catholic Primary School aim to ensure that pupils learn in a supportive, caring and safe environment. The school's behaviour policy sets out a number of principles and strategies associated with this aim and should be read in conjunction with this policy. In a supportive, caring and safe environment, pupils will attend school without fear of being bullied. We are committed to tackling bullying and require everyone who works with children to take it seriously and know what steps to take to achieve positive outcomes for those involved.

Bullying is anti-social behaviour and affects everyone. It is a failure to recognise that we are all created by God, in the image of God. This failure is contrary to our school values, 'Live like Jesus, One family learning together, Valuing everyone, Each and every day. 'An anti-bullying culture promotes inclusion, positive behaviours, and respect for all others across the school community.

'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

We deal with concerns about bullying using a Restorative Approach, which means that all those involved and affected can have their say about what happened, can agree on what needs to happen to repair the harm caused and can make agreements about the future. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at school.

Through the sharing of this policy it is intended that the following will be achieved:

An ethos that values positive relationships and develops the capacity to recognise other people's feelings and treat each other with respect.

Raising the awareness of bullying through the PSHE curriculum and other subjects.

Ensuring that everyone understands what bullying is, the harmful effects of bullying, preventative measures, responses to it, relevant resources and where and how to access support if needed.

Ensuring that every member of the school knows that this is a 'Telling School' and by keeping everyone informed so they know what to do, where to get help and how to be supportive.

Promoting, encouraging, expecting and praising good behaviour, adopting a 'zero tolerance' to bullying behaviours.

Establishing a member of staff responsible for co-ordinating anti-bullying issues (Anti-Bullying Lead).

Establishing a clear protocol for the recording of concerns about bullying.

Ensuring that each reported incident is taken seriously.

To ensure that there is follow up to each incident by supporting children who are the victims of bullying.

Ensuring that relevant adults are kept informed at all stages.

## **Roles and Responsibilities:**

### **The Head Teacher**

The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parent/carers, LA and outside agencies. The Head teacher ensures that all staff are appropriately trained to be equipped to deal with incidents of bullying. The Head teacher co-ordinates the recording system and keeps all records of bullying. CPOMS Safeguarding software is updated when incidents are reported and alerts are set up to inform the class teacher/SLT/DSL/HT and any other staff that may have been involved.

### **The SENCO**

The SENCO Rachel Pickard has responsibility for the coordination of support for children with Special Educational Needs/Disability in the school. It is therefore essential that any instances involving children on the school Special Needs register, either as perpetrators or victims are also reported to her.

### **The Designated Safeguarding Lead (DSL)**

The DSL Catherine Grace has responsibility for responding to any safeguarding concerns. It is therefore essential that any instances involving children that relate to safeguarding are also reported to her.

### **The Anti-Bullying including Cyber-Bullying Lead**

The Anti-bullying lead Catherine Grace has responsibility for:

- Co-ordinating strategies for preventing bullying behaviour.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Liaising with Head Teacher in managing bullying incidents.

### **Staff**

- Take all forms of bullying seriously.
- Are vigilant and look out for signs of bullying.
- Will intervene to prevent incidents from taking place.
- Will address the bullying through the curriculum.
- Distinguish between friendship issues, aggressive behaviour and bullying.
- Aim to establish a climate of trust and respect for all.

## **Definition of Bullying**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' Department for Education: 'Preventing and tackling bullying'-July 2017

### **What does bullying look like?**

Bullying can include: physical (hitting, kicking, taking or damaging belongings) verbal (name calling, threatening, making offensive comments) indirect/ emotional (spreading rumours, excluding someone from social groups) cyber (using electronic means to consciously cause hurt- Ref. Our Online Safety Policy) racist (using the colour of skin or ethnic origin to discriminate) SEND (to deliberately discriminate, poke fun at or exclude because of a disability or a special educational need Ref. SEND Code of Practice: 0-25 years) sexist and homophobic (to use someone's sex, sexual orientation or perceived sexual orientation to discriminate or poke fun).

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

It is persistent

There is a deliberate intention to hurt or humiliate

There is a power imbalance that makes it hard for the victim to defend themselves.

## **Responding to and reporting Bullying**

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Staff will:

Listen carefully and calmly to pupils regarding the alleged bullying incidents, and record significant incidents on CPOMS Safeguarding software. Victim and bully should be made aware that records are being made.  
Inform the Senior Leadership Team so that actions can take place and where appropriate inform other colleagues.  
Respond promptly to concerns expressed by pupils.  
Treat bullying incidents appropriately for each individual situation. Where bullying outside school is reported to school staff, it will be investigated and acted on.

Pupils may report concerns about bullying by:

Asking to speak to his or her class teacher; speaking to a midday supervisor during lunchtime; asking to speak to any other member of staff who the child feels confident to talk to; writing in the class 'thought box' for the teacher to read; talking to a parent, who will approach the school.

## **Anti-Bullying In Our Curriculum**

In 'Preventing and tackling bullying' DFE July 2017 schools are advised to use a proactive approach. Children at St Hugh Of Lincoln Catholic Primary, are taught to understand what bullying is and about forming positive friendships through planned learning in different curriculum areas and particularly through RE, class assemblies and PSHE (circle time). 'Gooseberry Planet' is used to teach children about E-Safety in school via Termly e-safety lessons forms and via homework tasks.

During national anti-bullying week each year, all children in the school are taught to understand bullying and the effect that it can have on people, and learn to discuss strategies for forming positive friendships. While curriculum opportunities such as those provided through RE and circle time are used to discuss issues including bullying, we recognise that children with concerns that they are being bullied, or that someone else is being bullied, are unlikely to share those concerns in that forum. Pupils are taught that everyone has a responsibility to ensure that there is no bullying at the school. Through the PSHE curriculum, children are taught to be able to distinguish between those problems that children can resolve on their own and those that need adult intervention, such as bullying.

## **Preventing Bullying Around School**

Staff at the school understand that children can feel least safe during playtimes. Playground buddies from Years 5 and 6 provide proactive intervention on the Key Stage 1 playground, providing structured play opportunities for younger children and supporting them in being able to form positive relationships with others. Clipboard monitoring is used at playtimes to identify behaviours of individual/groups of pupils.

Staff advice:

1. Talk to the child who has been upset, find out what happened and how it made them feel - write a story/poem or draw a picture to illustrate feelings if needed. Incident to be recorded on CPOMS.
2. Talk to the 'bully' on their own, trying to identify any underlying issues and emotions. Explain how the other child is feeling and get them to explain what they could do to help change this.
3. Give the 'bully' a specific task e.g. write a letter of apology with them. The Head teacher will involve parents at this stage and they will receive a copy of the letter.
4. Talk with the victim about the actions taken. Teach and model how to use their personal power to deal assertively with children who confront them in future, using a firm tone and 'I feel' statements.
5. Supervise the apology/hand over of the letter/agreement of future actions, ensuring that the apology is genuine and that the victim feels safer as a result.
6. Set times and dates to follow up the incident and ensure that the situation has been resolved.

The following steps may be taken when dealing with continued incidents:

Pupils who have been bullied will be further supported by:

Offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice reassuring the pupil and offering continuous support.

Restoring self-esteem and confidence.

Continued involvement of parents and guardians in the process.

The following disciplinary steps can be taken as per the school's behaviour guidelines and can supersede any of the previous steps should the situation change or be deemed serious as to warrant such intervention:

Official warnings to cease offending /detention.

Exclusion from certain areas of school premises/ internal exclusion -fixed-term exclusion.

Permanent exclusion.

Child Advice:

1. Tell yourself that you do not deserve to be bullied
2. Try to show that you are not upset-be assertive
3. Get your friends to support you and show that you and your friends disapprove
4. Tell an adult. Do not stand by and watch. Go and get help

Parent advice:

Parents have the responsibility to support the school's anti bullying policy and to actively encourage their child to be a positive member of the school. Parents are able to help immediately if they feel there is potential for a situation to lead to, or may have already become bullying by:

Discussing the matter sensitively with the child

Sympathising, listening carefully and try to calmly find out what happened

Reassuring the victim that the bullying will stop

Encouraging the child to talk to an adult at school

Informing the school and discussing the matter with the class teacher or senior member of staff. (It is not acceptable or appropriate to take matters into your own hands e.g. approach the bully at school.)

Do not advocate a 'hit-back' policy

Contact school: Call to the office to make an appointment to speak to a member of staff/Head Teacher

Talk to the child's teacher before or after school/put a note in home/school diary

Signs to look out for:

Not wanting to go to school or truanting

Becoming shy, withdrawn and lacking in confidence

Having 'mysterious illnesses' e.g. tummy upsets, headaches

Arriving home with unexplained cuts/bruises/torn clothing

Becoming frightened of walking to school

Asking for unexplained extra pocket money

Reluctance to meet other children

Personality changes e.g. irritability, tiredness, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness

Temper outbursts, abusive language or impulsive hitting out

Bed wetting and nightmares

### **Evaluating the policy**

This policy will be reviewed and updated annually using guidance from the Department of Education document 'Preventing and tackling bullying - Advice for Head Teachers, staff and governing bodies'. New members of staff will be given fulltraining in the procedures explained in this policy.

**The School Governors:** The nominated Governor with the responsibility for anti-bullying is Mike O'Donovan.