



St Hugh of Lincoln

Catholic Primary School

Behaviour and Anti Bullying Policy

**This Behaviour and Anti Bullying Policy
Policy has been approved and adopted by
St Hugh of Lincoln Catholic Primary School in
February 2021 and will be reviewed in February 2022**

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 (see anti bullying policy P14) 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;
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education, and regulate the conduct of pupils.

The role of the governing body

The governing body of a school is required by legislation to ensure the behaviour policy, designed to promote good behaviour and discipline, is followed at the school. In addition the governing body must make a written statement of general principles which the head teacher must have regard to in determining any measures taken to promote good behaviour and discipline.

The governing body will review the statement of principles every two years or sooner, and the headteacher will update the behaviour policy every two years.

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.

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. Research has shown that a rewards: sanctions ratio of at least 5:1 is an indication of a school with effective rewards and sanctions systems.

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 (e.g. assertive discipline).
- 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'.
- Making clear the expected behaviour.
- Giving reasons to the child why the behaviour should be changed and discuss suitable strategies.

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
- Time out

Establishing whole school systems of rewards

- Showing work to other adults in school
- Celebration Assembly
- Recognition Boards in every class
- Stickers
- Comments or 'smiley faces' in children's work

Factors 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.
- Be aware that unwanted behaviour by boredom or frustration may be because the task is inappropriate.

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 2). All staff have responsibility for ensuring good behaviour.

When responding to any incidence of unwanted behaviour:

- Reference should be made to the Behaviour Guidelines.
- Use the visual prompts consistently.
- 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, Deputy 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.

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.

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.

Monitoring and evaluation

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

Appendix 1

The role of the governing body

The Education and Inspections Act 2006 outlines the statutory requirements regarding the responsibility of governing body for discipline.

The Act says:

1. The governing body of a school must ensure the behaviour policy, designed to promote good behaviour and discipline, is followed at the school.
2. The governing body must make and review a written statement of general principles which the head teacher must have regard to in determining any measures taken to promote good behaviour and discipline.
3. Before they make the statement referred to in point 2 above, the governing body should consult appropriately.

Statement of Principles

The governing body will ensure that the behaviour policy promotes the School Mission Statement and the School Aims by:

- providing a caring community which reflects the love of God
- promoting values such as respect, fairness and social inclusion
- encouraging pupils to take responsibility for their own behaviour and actively supporting this by providing a variety of approaches to enable this
- endorsing equality in all its forms, and a commitment to improving outcomes for all pupils
- being committed to eliminating all forms of discrimination, harassment and bullying
- promoting the welfare of pupils and good relations across the school community.
- ensuring that vulnerable pupils, including looked after children and children with SEN received behavioural support according to their need.
- monitoring that the legal requirements underpin the behaviour policy.
- monitoring that the discretionary powers devolved to schools are adhered to in accordance with the school's behaviour policy
- monitoring the effectiveness of the behaviour policy.

The governing body will review the principles, and the head will update the resulting behaviour policy every two years, with due consultation process.

APPENDIX 2

These are behaviour guidelines. They cannot identify every behaviour or prescribe every strategy in detail.

	Example Behaviours	De-escalation strategies	Comments
S T A G E 1	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. Not recorded. 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.
S T A G E 2	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. Warning card – removed when seen doing the right thing. Child to stand apart from class group and then sit down when they feel ready to do so. Five magic questions. Determine agreed consequence with the pupil. Completing unfinished work at playtime. 1/2/3/4/5 minute detention (during playtimes). Classteacher to discuss behaviour with parents at the end of the day.	Minimal use of words. 3 repetitions within a day to STAGE 3. Remind children that Golden Time has to be earned and is not given as a right. Once housepoints or Golden Time are awarded they cannot be taken off (only exception being a serious incident just before Golden Time). Record in class report book (for monitoring purposes).
S T A G E 3	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 – eg. pinching, pushing, holding. Intentionally damaging school/pupils' property (eg. 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 – eg. desk at the back, or work in another class. Detention Exclusion from class, with work. Five magic questions. Parents invited to meeting with classteacher 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
S T A G E 4	Bullying. Deliberate discrimination against other children. Repeatedly leaving classroom without permission. Fighting and intentional physical harm to other children – eg. punching, kicking, hair pulling, biting, hands on necks, aggressive wrestling. Throwing heavy / hard objects in a dangerous but untargeted way. Serious challenge to authority (eg. 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 (eg. graffiti, damage to fixtures and fittings). Stealing. Verbal threats to harm others.	Time out in a safe place / calming strategies. Headteacher contact with parents on same day as incident, followed up with individual letter. Five magic questions. Internal Exclusion recorded in exclusions file. Parents invited to meeting to discuss behaviour.	Possible involvement of outside agencies.
S T A G E 5	Two Stage 4 incidents within a period of six school weeks. (0.5 days) Physical abuse to any staff. (up to 2 days) Very serious challenge to authority of school senior leadership (up to 3 days) Verbal threats to hurt others while holding a potential weapon. (up to 3 days) Extreme danger or violence towards self or other (eg. throwing heavy / hard object at another person; hitting someone with an object such as tennis racket). (up to 3 days)	Probably means immediate external exclusion.* Involvement of parents in supporting pupil at School Fixed term – 0.5 - 3 days. 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.

*Headteacher discretion to be used where: a pupil has identified special educational needs and it would not support their learning needs to be subject to an exclusion; 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.

Appendix 3

Whole School Procedures for Behaviour Crises Management

- Each Class Teacher to have a laminated red card* with 'Please come to Year X' (number printed on it)
- Cards to be kept clearly on display and made available to Cover/Supply Teachers/MDS (for wet lunchtimes)
- In the event of a serious confrontation with a child behaving in a potentially dangerous manner the class 'Red Card' will be utilised and help summoned from the HT, DHT or the Office Staff;
- In the event of a Pupil requiring 'Time Out', provision will be made either within the classroom or another area;
- The child will be escorted from the classroom by the summoned person and taken to a safe space and left to reflect on their behaviour for 5 minutes;
- In the event of the pupil refusing to leave the classroom, the rest of the class will be removed to a safe place (i.e. another class/hall etc.);
- Arrangements would be made to disperse the class or arrange alternative supervision, should this be necessary (to allow teacher time to regain composure/allow consultation with the Class Teacher);
- At earliest opportunity HT (or Teacher i/c) discusses situation with CT;
- HT (or Teacher i/c) discusses situation with pupil;
- Parents contacted and informed as soon as possible;
- Pupil, Parents and Teacher discuss future actions

* ***Individual red cards labelled Library, Link, Hall, SEN room will remain in each room/area.***

A red card labelled Field will remain in the PE store

Each playground will have a red card available hung up at an accessible place (by Y5 in KS2 playground and on the PE shed and by YR classroom and the adventure frame in KS1 playground) labelled KS1 and KS2 playground.

Appendix 4

Discipline of pupil behaviour outside school

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.

Appendix 5

Confiscation, including the retention and disposal of inappropriate items

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.

Appendix 6 Recommendations for taking account of individual pupil needs

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.

Examples of situations to avoid

The following are examples of situations which schools would wish to avoid. They illustrate the importance of sensitivity to individual needs.

- A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and cannot process complex language.
- A pupil is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this pupil's culture it is considered disrespectful to look an adult in the eye.
- A looked-after pupil is sent out of class after an emotional outburst. The night before, she had been told by her social worker that her foster family could no longer keep her and that she would shortly be moving to another family and school.
- A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.
- A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other pupils laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time.
- A Gypsy /Roma child is put on report for speaking in a seemingly over-familiar way to a teacher, when he had no intention of being rude but was simply using the language considered appropriate in his culture.

Appendix 7

Responses need to be clear and predictable – be consistent in using the visual prompts, taken from the Behaviour Guidelines.

The punishments or sanctions that are unfair, inconsistent, really unpleasant tend to be counter-productive.

The effectiveness of sanctions comes through their being imposed following a warning.

Children respond well to symbolic aspects of sanctions.

Teacher's responses need to be appropriate to the level of seriousness of the behaviour.

The impositions of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.

It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child (although it may not feel like this). This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future.

The severity of a sanction should always be kept to a minimum: the *certainty* of the sanction is more effective than the *severity*.

The aim of sanctions is to discourage future misbehaviour (although some form of reparation or atonement can be necessary). The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy.

It is essential children understand that things may be *forgiven*, but they are not *forgotten*.

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.

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 (Pastoral Director).

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/DHT 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 Pastoral Director

The Pastoral Director and anti-bullying lead is Edel Rose whose responsibilities are:
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.

Definition Of Bullying:

St Hugh of Lincoln defines bullying as:

‘Someone who deliberately and often tries to hurt another person, either by saying unkind words, hurting them physically or indirectly harming another person.’

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.

What does it look like?

Bullying can include:

Name calling

Taunting

Mocking

Making offensive comments

Putting undue pressure on another to do something against their will

Physical assault

Taking or damaging belongings

Cyber bullying – inappropriate text messaging and emailing; sending/posting offensive or degrading images by phone or via the internet.

Producing offensive graffiti

Spreading hurtful and untruthful rumours

Excluding people from groups

We recognise that there are different types of bullying. These can include:

Relational (social bullying) - involves hurting someone's reputation or relationships.

Cyber - the use of the Internet and related technologies to hurt other people

SEND - bullying about a person's special education needs or disability

Sexist, transgender, homophobic - bullying about a person's sex or sexual preference

Racist – bullying someone about their skin colour, culture or ethnic origin

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.'

Responding to and reporting Bullying

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. DfE 'Preventing and tackling bullying' July 2017 → use a Proactive approach Children 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.

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 at the school understand that children feel least safe during playtimes and when in the toilets. During playtimes children are required to have a 'toilet pass' to come inside to use the toilets, limiting the number of children who can be in the toilets at any one time. 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.

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.

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.)-bullying incident form completed by member of staff.
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. Anti-Bullying St Hugh of Lincoln Catholic Primary School 7 May 2018
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. Anti-Bullying St Hugh of Lincoln Catholic Primary School 8 May 2018
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/headteacher
Talk to their 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 bullyingAdvice for head teachers, staff and governing bodies'. The policy review is linked to the School Development Plan. Pupils, parents and staff are to be involved in this review process through the Parent Forum meetings, class/ School Council discussion and staff meetings New staff will be

given full training in the procedures explained in this policy. All staff will be involved in the process of reviewing the policy. This policy will be available to all staff and governors via the school's learning platform, and to all parents via the school website.

The School Governors

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

Staff

Staff in our school: → 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'.

