



# St Nicolas and St Mary CE Primary School

## Behaviour and Safety Policy

Reviewed: September 2017, January 2020, February 2022  
Next review date: February 2024

*Journey together,  
guided by God,  
to do the best we can.*

### Introduction

The school was judged to have “outstanding” behaviour by Ofsted in 2010 and 2013. In our most recent Church School SIAMS inspection (Dec 2016) the inspector commented on, “the exemplary behaviour seen around the school.” At our one-day Ofsted inspection (March 2017) behaviour was judged as good.

This policy applies to all activities whether they occur on-site or off-site. All staff and visitors (including parents) are expected to uphold and model the principles in this policy. This policy is available on the school’s website.

### Aims

At St Nicolas and St Mary CE Primary School we aim to ensure that:

- The behaviour and safety of all pupils is “outstanding” at all times;
- We fulfil our school vision, meet our school aims<sup>1</sup> and live out our mission statement:

*Journey together, Guided by God, to do the best we can.*

In addition, we seek to:

- Maintain a calm, orderly, safe and secure environment where all are known, cared for and valued.
- Create a stimulating learning environment where all can flourish, have a positive attitude towards learning, fulfil their potential and have their achievements recognised.
- Promote a close home-school and community partnership which values parental partnership.
- Develop children’s self-discipline in managing own behaviour.
- Promote attitudes of fair play and tolerance to encourage children to respect and understand themselves and to cooperate with others, thus enhancing the quality of life both in and out of school (including cyberspace).

### Principles

The following principles underpin our aims at St Nicolas and St Mary CE Primary School:

- We expect everyone to follow our Rainbow Rules at all times and in all places, which are as follows:
  - Be kind and helpful
  - Listen carefully and follow instructions
  - Work hard and do the best you can
  - Look after our school and everything in it
  - Keep your hands and feet to yourself
  - Walk around the school sensibly and quietly
  - Be polite and show respect.
- Value and treat **all** members of the school community with consideration and respect. This includes **all** people regardless of their special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.<sup>2</sup> It also includes all people irrespective of their culture, ability, age, colour, social background, interests, size, need to wear glasses or any other reason.
- Work in partnership with parents and carers and other professionals where appropriate, to ensure outstanding behaviour both within school and in the wider community.
- Respect the school environment and the property of others.
- Understand that school Rainbow Rules must be followed for the safety of all.
- Help children develop an understanding of the difference between right and wrong.
- Teach and encourage children to respect their parents and carers, school staff and visitors and others in the community such as the emergency services, community leaders, etc.
- Include a ‘Restorative Justice’ approach to problems that may arise eg. repair.
- Prepare children for transition to secondary education.
- Make links with Collective Worship, SMSC (Spiritual, Moral, Social and Cultural) development and other areas of the curriculum to promote outstanding behaviour and safety.
- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (**with** the child, **not done to** the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support. The school will endeavour to support parents in dealing with negative behaviour outside of school.

<sup>1</sup> The school’s vision statement and aims are available on request.

<sup>2</sup> As defined in the Equality Act 2010.

- **Positive, kind, unconditionally positive relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves **for** rather than **against** the child, with the core belief that when people **feel** better, they **do** better.
- **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.
- **Children's voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.

Where possible, links are made to the school's mission statement, when dealing with a child who has exhibited poor behaviour: **"Journey together"** means, for example, don't fight, help each other. It is about teamwork, helping, sharing and working together for the common good.

**"Guided by God"** relates to following a good role model or applying what you have learnt in an assembly or RE through the Bible, songs, and talks. It could include thinking "What Would Jesus Do?" (WWJD) in any given situation.

**"To do the best we can"** means just that! It includes doing our best academically, socially, etc

Relevant questions can be asked relating to our mission statement:

- Are you working/**journeying together**? Is this good teamwork/behaviour?
- Are you being **guided by God** / applying what you have learnt in assembly? What values (eg. love, kindness, respect) do we need to think about? Is there anything in our "reflective corner" that you should consider? Would (name of role model) do that?
- Are you doing the **best you can**? Are you helping/stopping your friend doing their best?

Links can also be made to our Christian Values of **Friendship, Compassion** and **Respect** and other collective worship themes eg. kindness.

- Eg following the advice 'Do for other people what you want them to do for you' (our Friendship Bible quotation)

## Staff and Parent/Carer expectations

We acknowledge that it is vitally important that we deal with any unacceptable behaviour in a fair and consistent way. We believe that parents & carers have an important part to play in ensuring that their child's behaviour is good whilst at school. Communication is key to resolving behaviour and safety issues and this could include the use of behaviour logs, email, or regular parent/teacher meetings. Confidentiality is also important.

The school has a small library of parenting books and may be able to recommend or facilitate parenting courses or provide general advice on encouraging good behaviour and keeping children safe. The partnership between school and home is key.

School staff, including students, must work together to promote good behaviour and safety. This includes sharing information in staff meetings, recording incidents using our online behaviour management system CPOMS and applying this policy consistently.

## Curriculum

The curriculum also underpins good behaviour and keeping safe. PSHE (Personal, Social, Health Education) and RE lessons have strong links to behaviour. PSHE includes many aspects of keeping safe including, for example, fire and road safety and health promotion eg Happy Hearts and Sex and Relationship education. Other subjects also teach safety such as safe use of tools and equipment, the importance of exercise, food hygiene and safe use of chemicals. School trips provide opportunities to promote 'keeping safe' messages. The SMSC (Spiritual, Moral, Social and Cultural) development of children is embedded across all aspects of school life and strongly supports good behaviour and safety.

A number of strategies are used to resolve conflicts including PSHE lessons, restorative justice, peer mediation, circle time, social skill groups and so on. We aim to use these strategies to reinforce positive behaviour and deal with any negative aspects in a constructive way.

## Related Policies

The following related policies are available on request:

- Anti-Bullying Policy – outlines procedures and strategies for dealing with bullying.
- Child Protection and Safeguarding policies – includes essential guidance for keeping children safe.
- Equality Policies – designed to prevent discrimination.
- Health and Safety, Security and Educational Visit Policies – outline how the school keeps children safe.
- Internet Use Policy – advice on using the internet in a safe way.
- School Uniform – what children should wear (or not) to school.
- SMSC Policy – the Spiritual, Moral, Social and Cultural Development of pupils.

The school follows DfE and Local Authority guidance on exclusions. The school would also follow national guidance in using certain powers to search pupils and their belongings and/or to confiscate items that children may have.

## **School Rules**

Rules and clear expectations are essential for the safety of all and the smooth running of the school:

### **Rainbow rules**

Whole school to follow the school agreed Rainbow rules.

### **Wet play rules**

Rules and permitted activities have been agreed by the whole school. They should be displayed by and in each class (near the door) so that break and lunchtimes are structured and enjoyable times to socialise. Each class has to opportunity (if they wish) to add one or two additional rules.

### **Playground rules**

During playtimes, children must continue to follow the Rainbow Rules. Children must respect the different Playground Zones eg keep ball play to the Ball Games Zone and take part in quiet, seated activities in the Quiet Zone. If children are breaking the Rainbow Rules then they might be given 5 mins time out on the 'Thinking Bench.' The names of these children will be recorded on orange sheets which need to be given to the office who will upload onto CPOMS.

### **Computing rules**

Rules for the safe and polite use of the internet and Computing equipment are displayed in the Computing suite and near other computers around the school. KS2 children and KSI teachers (on behalf of their class) discuss and sign the school's internet use agreement.

### **Safety rules**

Some safety rules may be displayed around the school eg. "Adults only in the Music Cupboard", or ticks and crosses for which side of corridor/stairs to walk. Some rules may be taught in the context of lessons, particularly in PE (including swimming), DT and science. Other rules may be given verbally eg. on school trips.

Other "rules" and guidance are outlined in school policies. All adults working in the school (staff, volunteers including parents, coaches, students etc) must adhere to the school's policies regarding professionalism, ethos and safeguarding.

All staff and other adults working in the school (including those running clubs) must ensure that these rules are consistently taught and adhered to. Staff must ensure children "understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe".

At the end of the school day, parents and carers must ensure that the children in their care keep the school rules.

## **Additional Support**

Sometimes it may be necessary to provide additional support for a child and their behaviour. This could include:

- Short term targets or goals
- Opportunity for time out eg. to be removed from a situation, time to calm down or to reflect on an incident
- Alternative working environment eg. away from distractions
- Social skills work
- Additional TA support or learning mentor
- Alternative work or alternative curriculum
- Additional rewards and/or consequences
- Additional systems to monitor behaviour

Some of these must not be seen as either "rewards" or "consequences" but as tools to help meet the specific needs of individual children.

Some children may require "individual behaviour plans" (IBPs) to enable them to access the curriculum to which they are entitled and/or to ensure that other children's learning and well-being is not adversely affected. An individual behaviour plan should be written in consultation with the child's parents and, where appropriate, the child. It should include clear targets, strategies and support to achieve the targets, and a timeframe for review.

Sometimes behaviour management strategies will need to be shared with staff and other adults, to ensure that an individual is fully and consistently supported. This could include:

- Advice from the SENDCo or external agency
- A script for how to deal with the child
- What does or does not work for the individual child
- What may be the underlying cause or triggers for poor behaviour

Should there be no improvement in behaviour it may be necessary to involve other agencies eg. Behaviour Support Team, Educational Psychologist.

**EYFS Behaviour Rewards\*\*** Children learn best and behave well when praise and encouragement are given as appropriate to the age of the child. Sometimes children can be rewarded:

**\*\* (Little Fishes Nursery will use elements of the policy based on the age and development of the children)**

<b>Rewards</b>	<b>Procedures</b>
<b>Level 1 Rewards:</b>	A child should be rewarded for good effort, work and behaviour
Verbal or non-verbal praise and encouragement	This could take place anywhere around the school including the playground. Non-verbal praise could include staff nodding their heads, or giving a smile or thumbs up.
Stickers	Stickers may be given to reward good behaviour, effort or work.
<b>Level 2 Rewards:</b>	Level 2 rewards are given for excellent behaviour, effort or work.
Dojo Point(s).	These are given for excellent behaviour. Certificates may be given at the end of the day to children who have earned the most dojos
Gold Coins	The whole class can earn a gold coin to go into the pot on the wall, for excellent effort and behaviour. When the pot is full then the class qualify for a whole class reward which is chosen by the children in conjunction with the class teacher.
Visit Headteacher/SLT	Children make take a piece of work or share an example of good behaviour. They will often (but not always) be accompanied by an adult or one of their peers. This may lead to a sticker or other reward.
Control centre skills sticker	Children may be given a sticker linked to the control centre skill they are focussing on eg. the Steady Swan to reward this particular skill being shown.
<b>Level 3 Rewards: Involvement of parents</b>	<b>Congratulations / celebrations</b>
Parents and others are informed about good behaviour.	Children may be rewarded in a number of ways: <ul style="list-style-type: none"> <li>• Mention in a newsletter or assembly.</li> <li>• Certificate from the class teacher, Headteacher or any member of staff.</li> <li>• Good work sent home (often a photocopy) to show parents.</li> <li>• Display of good work or showing work to another member of staff</li> <li>• Text, email or letter of commendation from the Head or other member of staff.</li> </ul>
<b>Level 4 Rewards:</b>	
Rewards at home and in the community	Sometimes parents may choose to reward children at home. This could be in consultation with school staff. Children may also be rewarded in the local community e.g. sports team or youth association.
Local Press recognition	Sometimes the achievements of children are recognised in the local press.

### **EYFS Consequences and Procedures for dealing with unacceptable behaviour \*\***

Children should be aware that unhelpful behaviour will result in a consequence:

**\*\* (Little Fishes Nursery will use elements of the policy based on the age and development of the children)**

<b>Consequences / Consequences</b>	<b>Procedures</b>
<b>Level 1 Consequences "GREY": Warning</b>	Behaviours such as calling out, talking when they should be listening, not working sufficiently hard, not paying attention, distracting or annoying others and any low level disruption to learning should be brought to the attention of the child
Bringing the child's attention to the Zones and control centre skills	The member of staff should help the child reflect upon which Zone they are in. "I wonder which Zone you are in? Is the way you are getting those positive, Yellow Zone feelings helpful or unhelpful to me, to you and to others? Which toolbox strategy can you use to help you?"  "How can you become more like a Steady Swan in this activity? What could help you?"
Verbal or non-verbal warning	Often a member of staff will give a one-off warning before applying a Level 2 consequence. This could take place anywhere around the school including the playground. Non-verbal warnings could include staff shaking their heads, a frown or gesture (i.e. to sit down)
Playground verbal warning	A child should normally be given just one warning, and told that if they demonstrate an unhelpful behaviour again, then a level 2 consequence will apply.
Moving a child	A child may be directed to move to a different part of the room, assembly hall or playground as an initial warning.
Discussion or mediation	Peer mediators or staff may talk to the children concerned.
Warning Symbol	Children when warned may be moved under the warning sign, before moving to the cloud.

<b>Level 2a Consequences “YELLOW”: Class Consequences and Adults Response</b>	<p>Pupils should be given a consequence for persistent Level 1 behaviours and, for example, inappropriate language, refusal to follow instructions, rudeness, disrespect and on-going disruption to learning. Typically a consequence should last for around 2-10 minutes depending on the age of the child and the severity of the unhelpful behaviour. Sand timers can be used so that pupils know how long the consequence applies for.</p> <p>Whenever a child is not meeting the expectations agreed, the adult should respond through <b>Calm, Connect, Support and Repair. Please see section below.</b></p>
Thinking Space	A child may be asked to spend some thinking time in a quiet space - for example their bug space. During this time they will discuss what has happened with an adult.
Repair work	Tasks given should be proportionate. e.g. tidying up, writing a letter/card.
Thinking time with an adult on the playground:	If necessary, a child may be asked to sit on the thinking chair and discuss what has happened with an adult.
A move on the carpet	If necessary a child may be asked to move to a different space on the carpet during learning time, to manage distractions.
Removal of equipment	Children can have equipment removed from them if they are using it inappropriately or dangerously e.g. scissors. The item could be removed.
Do a piece of work again.	The work could be done during choosing time.
<b>Level 2b Consequences “YELLOW”: Playground Consequence</b>	<p>All inappropriate level 2 behaviour that occurs during playtime or lunchtime must be dealt with during the break and not interrupt the start of lessons. Teachers/HLTAs must send any children with issues that have not been dealt with during breaks to the SLT if it will disrupt learning for the rest of the class.</p> <p>Whenever a child is not meeting the expectations agreed, the adult should respond through <b>Calm, Connect, Support and Repair. Please see section below.</b></p>
Time out on thinking bench	Children whose behaviour at lunchtimes or break times falls below acceptable standards and who cause problems for others will initially have a warning. If there is subsequent unhelpful behaviour the child will be asked to sit on the Thinking bench for a given time e.g. 5 minutes. If unhelpful behaviour persists then they can be sent inside with a completed incident (orange) form so that staff are aware of incident. <b>Calm, Connect, Support and Repair</b> to take place – see below.
Loss of privilege or access to games or activities.	Children may be instructed to keep away from certain activities, areas or equipment e.g. football if playing unfairly, sandpit if throwing sand, etc.
<b>Level 2c Consequences “YELLOW”: School Consequence</b>	Whenever a child is not meeting the expectations agreed, the adult should respond through <b>Calm, Connect, Support and Repair. Please see section below.</b>
Being made to walk down the corridor.	Children caught running could be asked to retrace their steps at a sensible speed. They will be reminded of the ‘Steady Swan’ who regulates its emotions and asked what they can do to help themselves become more like a ‘Steady Swan’.
Task given.	Children who show disrespect for their environment or others can be asked to make amends e.g. clearing up dining hall if deliberately making a mess
<b>Level 3 Consequences “RED”: Serious Action</b>	<p>This level typically involves the SLT and/or the child’s parent or carer. Any “unacceptable behaviour” (see below) should normally be treated at this level.</p> <p>Whenever a child is not meeting the expectations agreed, the adult should respond through <b>Calm, Connect, Support and Repair. Please see section below.</b></p>
Sent to SLT or Phase Leader. This could be during a lesson or playtime.	<p>Staff should send child to SLT. Ideally, the incident should be logged on to CPOMS by the person who has witnessed/dealt with the incident, for the SLT to refer to (except for minor, trivial or one-off incidents) or as soon as possible. The SLT will then deal with the incident and record this on CPOMS. If children are sent to the SLT 2 or 3 times within a week, or on a regular basis, then parents will be contacted. Likewise persistent Level 2 behaviour should result in a child being sent to the SLT. Children should not be sent to “the chairs” but to a member of the SLT.</p> <p>If the child is repeatedly demonstrating these unhelpful behaviours then they could be put forward for coaching time. Coaching Time is a regular session with a member of staff to reflect upon their behaviour and to:</p> <ol style="list-style-type: none"> <li>make sense of their responses and difficulties</li> <li>plan ways to meet their needs in more helpful ways</li> <li>practise skills and plan ways to manage better next time.</li> </ol>
Behaviour incident is discussed with parents or carers. Parents may be asked to support the school.	Staff should record all incidents reported to parents, except for minor, trivial or one-off incidents on CPOMS. Staff may discuss targets with parents or agree an individual behaviour plan to help improve behaviour. If a child is repeatedly disruptive a behaviour/home link book will be kept and notes made of any incident that is unsuitable. This will be shared with parents. In some cases a behaviour log will be made and shared with parents.

<b>Level 4 Consequences: Exclusion and/or referral</b>	In the case of a child continually refusing to behave and disrupting the class or in extreme cases such as assault, s/he may be excluded within, or from, the school.
Referral	The school will liaise with other schools, agencies such as the police and/or social services and other organisations e.g. social media providers where appropriate where appropriate.
Internal exclusion.	Parents must be informed of any internal exclusion that lasts for more than one lesson and/or play time. This could include a child not being allowed outside for any break times and/or lunch times for a given period of time, or children may be taught or given work to do away from their usual class or group rooms. In exceptional circumstances they may be required to go home for the lunch break. Children could also be prevented from participating in a school activity such as school trip or social event if the safety and well-being of all is in question.
Short term exclusion.	Exclusion from school is a serious matter and only used as a last resort. DfE / Local Authority guidance (available on request) must be followed and parents must be informed. A decision to exclude a pupil will only be made: <ul style="list-style-type: none"> <li>a) in response to a serious breach of the school's behaviour policy and</li> <li>b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</li> </ul> Only the Headteacher can exclude a pupil. All exclusions from school must be reported to Governors.
Permanent exclusion.	As above.

## Key Stage 1 & 2 Rewards

Children learn best and behave well when praise and encouragement are given, as appropriate to the age of the child. Sometimes children can be rewarded: **(See Rewards and Consequences Poster)**

Rewards	Procedures
<b>Level 1 Rewards:</b>	<b>A child should be rewarded for good effort, work and behaviour</b>
Verbal or non-verbal praise and encouragement	This could take place anywhere around the school including the playground. Non-verbal praise could include staff nodding their heads, or giving a smile or thumbs up.
Dojo Point(s).*	All children start the day on 0 points. A child may receive a dojo point in recognition of following the Rainbow Rules. If the child continues to work well a Level 2 reward may apply. <b>* (Spring &amp; summer 2022) UKS2 Y5&amp;6 will be trialling a system of replacing the dojo points with a greater emphasis on other level 1 &amp; 2 rewards.</b>
Written comment (marking) in book. E.g. Stars	Marking should reward children for their efforts. "Stars" are given where a child has met a learning target or demonstrated something good e.g. *great punctuation.
Class or group awards	Teachers may put a teddy on the table (or similar) for the table working most collaboratively together, or earn class collective dojo points. When the target(s) are met a class agreed reward may be given
Stickers	Stickers may be given to reward good behaviour, effort or work.
<b>Level 2a Rewards: Class based reward</b>	<b>Level 2 rewards are given for excellent behaviour, effort or work.</b>
Golden time.	All children in Key Stage 1 and 2 are able to earn Golden Time (free time, usually on a Friday afternoon). Individual children may lose part of this if they have not followed the Rainbow Rules.
Tree of Success KS1	All children can earn a leaf (Autumn), flower (Spring) or sun (Summer) to add their name to the Tree of Success, awarded for excellent work, effort and presentation.
BEST Points KS2	Children in Key Stage 2 earn "BEST points" which are awarded for <i>Brilliant behaviour (in and around the school)</i> <i>Excellent effort (not just based on ability or attainment)</i> <i>Super studying (including homework)</i> <i>Terrific teamwork (including being safe and collaboration)</i> <i>Perfect Presentation (including handwriting and work presentation)</i> This links into the last line of our mission statement, "to do the BEST we can". This is primarily a class based reward and should therefore be given mainly by, or in consultation with, the class teacher or TA. See Level 3 Rewards below.
Lucky book tokens	Children on Accelerated Reader scheme, will receive a lucky book token for achieving 100% on an AR Quiz- These will then go into a prize draw.
Special responsibility	A responsibility could be given in general recognition of good behaviour, effort or attitude. e.g. "Register Monitor", "assembly monitor"
<b>Level 2b Rewards: Playground based rewards</b>	
Stickers and Dojo Points	Stickers or Dojo points may be given out by any member of staff, especially at break times and lunch times.
Special responsibility	Children may be given special responsibilities E.g. Peer Mediator
<b>Level 2c Rewards: Around the school rewards</b>	
Stickers and Dojo Points	Stickers or Dojo points may be given out by any member of staff
Special responsibility	Privileges and responsibilities being awarded (age appropriate)
House rewards	Each term, the house with the most best points may have a special treat eg. Non-school uniform
<b>Level 3 Rewards: Involvement of senior staff / parents</b>	<b>Congratulations / celebrations</b>
Senior staff informed about good behaviour.	Children may be sent to a member of the SLT to be praised. This may lead to a sticker or other reward (see below).
Parents and others are informed about good behaviour.	Children may be rewarded in a number of ways: <ul style="list-style-type: none"> <li>• Perfect Presentation Certificates – Children may receive a certificate(s) in assembly to gain public recognition for high levels of handwriting and presentation.</li> <li>• Initiation to a Pizza Party (Linked to achieving Accelerated Reader Targets)</li> <li>• Mention in the parent bulletin or assembly.</li> <li>• Invitation to a Celebration Tea Party</li> <li>• Certificate from the class teacher, Headteacher or any member of staff.</li> <li>• Good work sent home (often a photocopy) to show parents.</li> <li>• Display of good work or showing work to another member of staff</li> <li>• Text, email or letter of commendation from the Headteacher or other member of staff.</li> </ul>
Certificates from BEST points KS2	Children may get a Bronze, Silver, Gold or Platinum certificate if they receive sufficient BEST points (see above). All children should earn a Bronze (25 BEST points), most will earn a Silver (50 BEST points), some will earn a Gold (75 BEST points) and a very few may be awarded a Platinum certificate (100 BEST points).
<b>Level 4 Rewards:</b>	
Rewards at home and in the community	Sometimes parents may choose to reward children at home. This could be in consultation with school staff. Children may also be rewarded in the local community e.g. sports team or youth association.
Local Press recognition	Sometimes the achievements of children are recognised in the local press.



## Key Stage 1 & 2 Consequences and Procedures for dealing with unacceptable behaviour

Children should be aware that unhelpful behaviour will result in a consequence: **(See Rewards and Consequences Poster)**

Consequences	Procedures
<b>Level 1 Consequences</b> <b>“GREY”:</b> <b>Warning</b>	Behaviours such as calling out, talking when they should be listening, not working sufficiently hard, not paying attention, distracting or annoying others and any low level disruption to learning should be brought to the attention of the child
Bringing the child’s attention to the Zones and control centre skills	The member of staff should help the child reflect upon which Zone they are in. “I wonder which Zone you are in? Is the way you are getting those positive, Yellow Zone feelings helpful or unhelpful to me, to you and to others? Which toolbox strategy can you use to help you?”  “How can you become more like a Steady Swan in this activity? What could help you?”
Verbal or non-verbal warning	Often a member of staff will give a one-off warning before applying a Level 2 consequence. This could take place anywhere around the school including the playground. Non-verbal warnings could include staff shaking their heads, a frown or gesture (i.e. to sit down)
Playground verbal warning	A child should normally be given just one warning, and told that if they demonstrate an unhelpful behaviour again, then a level 2 consequence will apply.
Moving a child	A child may be directed to move to a different part of the room, assembly hall or playground as an initial warning.
Discussion or mediation	Peer mediators or staff may talk to the children concerned.
Receive a negative Dojo Point *	All children start the day on “0 Dojo points”. If a child’s is given a verbal warning this serves as a warning. If the child demonstrates unhelpful behaviours again they will get a negative Dojo point. <b>* (Spring &amp; summer 2022) In each Key Stage phase, a class will be trialling a system of replacing the recording of negative Dojo points with coaching conversations. Each week the class teacher will record on a class grid the number of coaching conversations for each child and if a Level 2 or 3 consequence is required.</b>
Written comment (feedback) in book.	A member of staff may write for example, ‘Do not scribble in your book’. If comments are ignored, then a further consequence may apply, e.g. do the work again during a playtime.
<b>Level 2a “YELLOW”:</b> <b>Class Consequences</b>	Pupils should be given a consequence for persistent Level 1 behaviours and, for example, inappropriate language, and refusal to follow instructions, rudeness, disrespect and on-going disruption to learning. Typically a consequence should last for around 2-10 minutes depending on the age of the child and the severity of the unhelpful behaviour. Sand timers can be used so that pupils know how long the consequence applies for.  Whenever a child is not meeting the expectations agreed, the adult should respond through <b>Calm, Connect, Support and Repair. Please see section below.</b>
Loss of “Golden Time” for a coaching conversation on Friday with Senior Leaders.	A child should be told that they will have a coaching conversation to help understand the behaviours they are demonstrating some more.
Loss of responsibility or privilege	A responsibility held could be withdrawn e.g. monitor, possibly for a day/week before being reinstated. A child should be told how long they will lose a privilege for.
Receiving two negative Dojo Points*	Repeated level 1 or a more serious behaviour may result in a 2 negative Dojo points <b>* (Spring &amp; summer 2022) In each Key Stage phase, a class will be trialling a system of replacing the recording of negative Dojo points with coaching conversations. Each week the class teacher will record on a class grid the number of coaching conversations for each child and if a Level 2 or 3 consequence is required.</b>
Miss part or all of playtime / lunchtime for coaching conversation	The child should have a coaching conversation at the next break. Generally children should not miss all of their break.
Working away from the rest of the class- In a parallel class/Phase leader class. (distracting others, or allowing themselves to be distracted by others)	The child should be given a time limit e.g.10 minutes depending on the age and maturity of the child, and the amount / suitability of the work that the child can do independently. However children must be adequately supervised and given clear expectations about when they can return
Removal of equipment	Children can have equipment removed from them if they are using it inappropriately or dangerously e.g. tipping a chair or flicking a ruler. The item could be removed for 2-10 mins.
Do a piece of work again.	The work could be done during a break, or sent home.
<b>Level 2b “YELLOW”:</b> <b>Playground Consequence</b>	All inappropriate level 2 behaviour that occurs during playtime or lunchtime must be dealt with during the break and not interrupt the start of lessons. Teachers/HLTAs must send any children with issues that have not been dealt with during breaks to the SLT if it will disrupt learning for the rest of the class.  Whenever a child is not meeting the expectations agreed, the adult should respond through <b>Calm, Connect, Support and Repair. Please see section below.</b>
Thinking bench	Children whose behaviour at lunchtimes or break times falls below acceptable standards and who cause problems for others will initially have a warning. If there is subsequent unhelpful behaviour the child will be asked to sit on the Thinking Bench for a given time e.g. 5-10 minutes. If poor behaviour persists then a Level 3 consequence will apply e.g. they are sent inside with a completed incident (orange) form so that staff are aware what has happened. Calm, Connect, Support and Repair to take place when child regulated – see below.
Loss of privilege or access to games or activities.	Children may be instructed to keep away from certain activities, areas or equipment e.g. football if playing unfairly, sandpit if throwing sand, etc.
<b>Level 2c “YELLOW”:</b> <b>School Consequence</b>	



Being made to walk down the corridor.	Children caught running could be asked to retrace their steps at a sensible speed. They will be reminded of the 'Steady Swan' who regulates its emotions and asked what they can do to help themselves become more like a 'Steady Swan'.
<b>Level 3 consequence "RED": Serious Action</b>	This level typically involves either the SLT and/or the child's parent or carer. Any "unacceptable behaviour" (see below) should normally be treated at this level.
Sent to Senior Leadership Team (SLT). This could be during a lesson or playtime.	Staff should send child to member of the SLT. Prior to doing this, the incident should be logged on to CPOMS by the person who has witnessed/dealt with the incident, for the SLT to refer to (except for minor, trivial or one-off incidents). The SLT will then deal with the incident and record their actions on CPOMS. If children are sent to the SLT 2 or 3 times within a week, or on a regular basis, then parents will be contacted. Likewise persistent Level 2 behaviour should result in a child being sent to the SLT e.g. been given a 3 negative dojo consequence or collected 5 negative dojo points ( <b>5 reflective conversations</b> ) by Friday lunchtime of that week. Children should not be sent to "the chairs" but to the SLT or senior teacher.  If the child is repeatedly demonstrating these unhelpful behaviours then they could be put forward for coaching time. Coaching time is a regular session with a member of staff to reflect upon their behaviour and to: a) make sense of their responses and difficulties b) plan ways to meet their needs in more helpful ways c) practise skills and plan ways to manage better next time.
Behaviour incident is discussed with parents or carers. Parents may be asked to support the school.	Staff should record all incidents reported to parents on CPOMS, except for minor, trivial or one-off incidents. Staff may discuss targets with parents or agree an individual behaviour plan to help improve behaviour. If a child is repeatedly disruptive a behaviour/home link book will be kept and notes made of any incident that is unsuitable. This will be shared with parents. In some cases a behaviour log will be made and shared with parents.
<b>Level 4: Exclusion and/or referral</b>	In the case of a child continually refusing to behave and disrupting the class or in extreme cases such as assault, s/he may be excluded within, or from, the school.
Referral	The school will liaise with other schools, agencies such as the police and/or social services and other organisations e.g. social media providers where appropriate where appropriate.
Internal exclusion.	Parents must be informed of any internal exclusion that lasts for more than one lesson and/or play time. This could include a child not being allowed outside for any break times and/or lunch times for a given period of time, or children may be taught or given work to do away from their usual class or group rooms. In exceptional circumstances they may be required to go home for the lunch break. Children could also be prevented from participating in a school activity such as school trip or social event if the safety and well-being of all is in question.
Short term exclusion.	Exclusion from school is a serious matter and only used as a last resort. DfE / Local Authority guidance (available on request) must be followed and parents must be informed. A decision to exclude a pupil will only be made: c) in response to a serious breach of the school's behaviour policy and d) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.  Only the Headteacher can exclude a pupil. All exclusions from school must be reported to Governors.
Permanent exclusion.	As above.

### **Calm, Connect, Support and Repair:**

- **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
- **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support:** Help them to get back on track for the moment. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.
- **Repair:** should take place if a child's words or actions have had a negative impact on anyone or anything. It should happen only once the child is calm. In repair time, the adult will help the child explore different perspectives, think through who and what needs repair and plan how, when and where the repair will be done.
- If a child says they do not care about the impact on others and do not want to make things better, they should never be forced. The adult should reflect upon how the child must be feeling to not want to make things better and they may start repairing the situation e.g. picking up the thrown books whilst wondering aloud how the child might be feeling. Eg. "I can see that X is finding it really hard to repair the situation. I wonder if X is feeling..."

## Unacceptable behaviour

Whilst we aim to reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable:

- **Physical:** violence and threatening or aggressive behaviour, including fighting, play fighting and rough play.
- **Verbal:** swearing, rudeness and 'put downs', answering back, lying, offensive remarks.
- **Emotional:** actions affecting the happiness and well-being of others including ignoring, excluding others, spreading rumours.
- **Discriminatory:** discrimination of any kind (see "Principles" above).
- **Disrespectful:** deliberate disobedience, lack of respect, discourteous.
- **Selfish:** disregard for the school environment and other peoples' property including theft, graffiti and vandalism.
- **Unsafe:** actions that may affect the safety of themselves or others eg. running in school, tipping chairs.
- **Disruptive:** actions that adversely affect the education of others eg. disrupting lesson, spoiling work, interrupting.
- **Unkind:** any form of bullying, including cyberbullying (see *anti-bullying policy*).
- **Inappropriate:** bringing inappropriate substances or other items on to the premises eg. illegal substances, drugs or weapons, solvents, age inappropriate materials.

These unacceptable behaviours should be recorded on CPOMS and normally be treated as a "Red Level 3" incident and involve the Head or Deputy and/or the parent or carer of the child.

## Implementation

All staff must:

- Implement this policy in a fair and consistent way.
- Report any issues relating to the implementation of this policy to the SLT.
- Ask for help if there are any behaviour management issues or concerns.
- Record in writing and report all persistent "Level 3" (Red) / "Unacceptable Behaviour" (see above), to the Head or member of SLT.
- Report any child protection concerns, violent or aggressive behaviour, racist comments, bullying and any other significant or serious incident to the Head or another member of the SLT.
- Report any physical intervention, health and safety concerns and security issues, in line with the relevant policy.
- Avoid negative comments about a pupil, punishing a whole group for the behaviour of a minority, sarcasm, aggression, humiliation, blaming a child when maybe it was their parent's responsibility, and labelling a pupil rather than confronting the behaviour.

## Behaviour in Assemblies

Our expectations are:

- Children should walk silently, calmly and sensibly to and from the hall (this includes the corridors and outside ramp to the hall).
- Children should not talk in the assembly hall during collective worship, performances and other communal activities.
- Everyone should be quiet (including adults) when the assembly leader raises an arm.

Staff should:

- Remind children about assembly expectations before leaving the classroom.
- Ensure children walk silently and sensibly to and from the hall and are quiet in the hall.
- Let lines of children that are quiet exit the hall (this is not the job of the assembly leader).
- The member of staff nearest the outside door should ensure children exit quietly (this can get quite busy with Y1 who collect their coats and then exit via the hall).
- Staff in main corridors should ensure children walk silently.

It is not possible for whoever is leading the assembly to manage behaviour on a pupil by pupil basis. It is imperative that all staff present are proactive in managing behaviour.

If children do not meet expectations then staff should:

### IN THE HALL

- For EYFS children: warn, and then move, children to the side of the hall.
- For KS1 & KS2 children: move children to the side of the hall (children should not require a warning).
- Whoever is leading the assembly should then speak to the children who have been moved to the side before sending them out to break/back to class. Repeat offenders (2 or 3 times in a week) should miss a whole break time.

### WALKING TO/FROM THE HALL

- Give a warning to children who are not walking silently and sensibly to the hall.
- Send children back to the hall who are not walking silently and sensibly from the hall.
- Repeat offenders (2 or 3 times in a week) should miss a whole break time.

## Use of reasonable force

All members of school staff have a legal power to use reasonable force. The Headteacher can also authorise people who have been put temporarily in charge of pupils such as unpaid volunteers accompanying children on a school trip. The policy of the school is to act in accordance with "Use of reasonable force – advice for head teachers, staff and governing bodies" (Department for Education, 2012). Schools do not require parental consent to use reasonable force on a pupil.

The school aims to minimise the need to use force by:

- creating a calm atmosphere and outstanding behaviour;
- teaching children how to manage conflict and strong feelings;
- de-escalating incidents where possible eg. with the use of humour or a verbal warning;
- implementing behaviour plans where there is an increased risk of force being required.

Reasonable force will only be used as a last resort when all other behaviour management/de-escalation strategies have failed. It can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder and the breakdown of a safe and enjoyable learning environment. The school may use reasonable force, for example to:

- remove disruptive children from the classroom, or other part of the school premises, where they have refused to follow an instruction to do so (this includes removing children who may disrupt other children's learning).
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving a room or other part of the school premises where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent damage to property.

Schools cannot use force as a punishment. The Headteacher, Senior Leadership Team and teacher-in-charge can use reasonable force to search for certain "prohibited items" (See DfE guidance).

Disabled children and children with SEND may need reasonable adjustments on how reasonable force is applied.

As stated in the 2010 DfE guidance (pg. 34) on *The use of force to control or restrain pupils*:

The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in *exceptional circumstances*. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.

It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

It is part of school's duty of care to their pupils to use restrictive physical intervention and reasonable force. School will only use restrictive physical intervention (such as seclusion) to prevent a "significant risk of harm" to themselves, others or property and in *exceptional circumstances*. Pupils will **never** be locked in a room. Pupils may be prevented from leaving a room but would always be supported and supervised. They will never be deprived of food and drink or access to a toilet. There would always be at least two adults present in these exceptional circumstances and a senior member of staff will be informed as soon as possible.

The minimum force necessary should be used, applied for the shortest period of time and the techniques deployed should be those with which the staff involved are familiar and able to use safely. If the child has a behaviour plan, the techniques should be named within this document.

## Staff Training

- Key staff are trained in Team Teach and we also train staff in legal requirements and general advice on managing behaviour.
- Staff have a duty to inform the Senior Leadership Team of any injuries which affect their ability to handle children.
- Training for all staff will be made available and will be the responsibility of the Senior Leadership Team.
- No member of staff will be expected to undertake the use of reasonable force without appropriate training.

## Recording

- Where reasonable force has been used or a pupil has been involved in a serious incident, a record of the incident will be kept. The incident should be recorded on CPOMs under the 'positive handling' category.
- Parents will be informed by telephone, email or in a Home School Book.
- Staff and children will be given basic first aid treatment for any injuries that require treatment. Where staff and pupils have been involved in an incident involving reasonable force they should have access to emotional support. This can be provided by other members of staff or if an exceptionally serious incident occurs then a referral to Occupational Health may be necessary. Debriefing must take place as soon as possible after the incident has been dealt with.
- Very minor injuries experienced by pupils are recorded in the school medical book only (medical room). All other injuries or ill health are recorded using the online accident reporting system.

- All other injuries to an employee, member of the public, volunteer, visitor or contractor are recorded using the online accident reporting system, no matter how minor.

### **Action after an Incident**

The Headteacher or member of the Senior Leadership Team will ensure that each incident is reviewed and investigated further as required. It is the role of the Senior Leadership Team to support staff who work with pupils with challenging behaviour. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures:

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedures
- Exclusions Procedure in the case of violence or assault against a member of staff
- Risk assessment if necessary
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.



# St Nicolas and St Mary CE Primary School

## Anti-Bullying Policy

*Journey together,  
guided by God,  
to do the best we can.*

Reviewed: January 2009, May 2012, April 2013, Feb 2022  
Review date: February 2024

### Introduction

Everyone at St Nicolas and St Mary C.E. Primary School should feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone’s responsibility to prevent this happening and this policy contains guidelines to support this ethos. In line with the ethos of the school, we focus on encouraging positive behaviour patterns based on Jesus’ command to “love one another” whilst at the same time dealing with any negative behaviour.

### Aim

The school aims to ensure that should bullying occur, victims feel confident to activate the anti-bullying systems within the school to stop the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. This document outlines how we make this possible at our school.

We strongly endeavour to ensure that the behaviour and safety of pupils is outstanding as described in the School Inspection Handbook (Ofsted Sept 21):

- *Pupils’ attitudes to learning are exemplary.*
- *Parents, staff and pupils are unreservedly positive about both behaviour and safety.*
- *Pupils’ behaviour outside lessons is almost always impeccable. Pupils’ pride in the school is shown by their excellent conduct, manners and punctuality.*
- *Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.*
- *Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.*

The school strives to proactively monitor and tackle any, and all forms of, bullying as outlined in in the School Inspection Handbook:

*Inspectors (and schools!) should consider:*

- *types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.*

### Definitions of Bullying

Bullying can be defined in a number of ways. It can:

- Be noticeable or not obvious.
- Include spitting.
- Result in children being socially excluded or left out.
- Be devious.
- Lower confidence.
- Involve the use of the internet or technology.
- Instil fear.
- Be intimidating.
- Involve restraining, blocking or surrounding the victim.
- Affect both school life and home life.
- Involve “cyberbullying”

In summary BULLYING IS HURTFUL AND REPEATED. It can include:

**physical** – hitting, kicking, taking belongings  
**verbal** – name-calling, insulting, making offensive remarks  
**indirect** – ignoring or spreading nasty stories or rumours

In addition the school community recognises that bullying can be devious and upsetting. It is recognised that bully victims can be singled out for any reason such as their:

- |                     |              |                            |
|---------------------|--------------|----------------------------|
| ▪ Race              | ▪ religion   | ▪ need to wear glasses     |
| ▪ colour            | ▪ confidence | ▪ size                     |
| ▪ social background | ▪ interests  | ▪ SEN eg. Autism, Dyslexia |

Or any other reason.

The school community should be aware that pupils with ASC are also more vulnerable to being accused of bullying themselves due to their social communication difficulties. These children may need additional help and support to understand what behaviour is acceptable within the school community.

The school notes that bullies can be any age or gender and have often been bullied themselves. The school works hard to ensure that pupils know the difference between bullying and “falling out”. The school recognises that pupils need to develop the confidence to tackle bullying. They should be empowered to resist bullying at both this school and at their secondary school.

## **ACTIONS TO TACKLE BULLYING**

Governors and staff aim to work closely with parents, pupils and the school council to tackle bullying.

### **Governors**

Governors will monitor and evaluate the effect of this policy and the curriculum in addressing this issue. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. This policy is monitored on a day-to-day basis by the headteacher, who reports termly to governors about the effectiveness of the policy. Governors can analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### **The School Staff**

Prevention is better than cure so at St Nicolas and St Mary C.E. Primary School all staff will be vigilant for signs of bullying and always take reports of incidents seriously. Teachers will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents and added to the "Action Logs" of individual pupils kept by class teachers. This should include both the victim and the bully (A photocopy may need to be given to more than one teacher). More serious and persistent incidents should involve the Headteacher. If bullying includes racist abuse then it must be reported to the Headteacher who will inform Governors and the local authority. The school will keep parents informed of bullying and where necessary follow up incidents to ensure that the problem has remained resolved.

Upon discovery of an incident of bullying, we will discuss with the children the issues raised. Some incidents can be solved through a problem-solving approach. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. There are various strategies that can be applied if more than one pupil is involved in bullying another eg. discussion, role-play and other drama techniques. This can be an effective way of sharing information, understand feelings and provide a forum for discussing important issues. It can also be used just within the affected group to confront bullying that already exists.

The school can apply a number of consequences including a warning, calling the bully's parents into school, internal exclusions within school (eg. loss of break time), sending a child home at lunchtime, fixed term exclusions and permanent exclusion (see Behaviour Policy).

### **Parents and Carers**

Parents/carers are invited to work in partnership with the school to address the issue of bullying. This bullying policy is seen as an integral part of our Behaviour Policy. It is reviewed regularly and parents/carers are welcome to join in that process. The school also has a number of leaflets and further information and advice about bullying available for parents/carers (see appendices).

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher **immediately**. Parents/carers are also welcome to discuss the issue with the Headteacher.

If bullying does not stop, parents/carers are strongly encouraged to keep a log of all incidents and report these to the school on a daily basis – in person, in writing, by phone or by email. It is very difficult for the school to follow up, and deal with, incidents or allegations that happened even a few days earlier. The incident may be fresh in the mind of the victim, but the perpetrator may have completely forgotten what happened.

If parents/carers are not satisfied with the school's dealing with bullying, they can write to the Chair of Governors.

The parents/carers of bullies and their victims will be informed of the outcome of an investigation they have initiated and may be asked to support the proposed strategies to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the consequences for repeated incidents will be clearly explained to him/her (persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours. If bullying continues, parents/carers of all parties will be informed and may be called in if problems persist.

Parents/carers are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents/carers, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary we have and will call on outside resources such as the Behaviour Support Service, Kidscape and theatre companies to support our action.

### **Pupils**

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. Further information for pupils about bullying is found in an Appendix.

### **School Council**

The School Council can play an active role in tackling bullying. This could include questionnaires, talking to bullies and victims, setting up a buddy system, or peer counseling.



## Anti-bullying advice for parents and carers

### **If your child has been bullied**

- **Calmly talk with your child** about his/her experience.
- **Make a note of what your child says** – who was involved, how often, where it happened and what happened.
- **Reassure your child** that he/she has done the right thing to tell you about the bullying.
- **Explain to your child** that should any further incidents occur he/she should report them to the teacher immediately.
- **Make an appointment** to see your child's class teacher.
- **Explain to the teacher** the problems your child is experiencing.

### **When talking with teachers about bullying**

- **Try and stay calm** – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- **Be as specific as possible** about what your child says has happened, give dates, places and name of other children involved.
- **Make a note** of what action the school intends to take.
- **Ask if there is anything you can do** to help your child or the school.
- **Stay in touch** with the school- let them know if things improve as well as if problems continue.

### **If the bullying continues**

- **Keep a diary** – you or your child could make a note of bullying incidents: who-where-when.
- **Contact the school again** – arrange to see the teacher or SLT.
- **Write to the school** – put your concerns down in writing.
- **Write to the Chair of Governors** – if you are not satisfied with the action being taken.

### **If your child is bullying others**

- **Talk with your child** and explain that what he or she is doing is unacceptable and makes other children unhappy.
- **Discourage other members** of your family from bullying behaviour or from using aggression of force to get what they want.
- **Show your child** how she/he can join in with other children without bullying.
- **Make an appointment** to see your child's teacher to discuss how you and the school can help stop him or her bullying others.
- **Regularly check** with your child how things are going at school.
- **Give your child lots of praise** and encouragement when he or she is co-operative or kind to other people.

### **If you think your young child is being bullied, but you're not sure, then ask a few simple questions:**

- What did they do at school today?
- Did they do anything they liked?
- Did they do anything they didn't like?
- Who did they play with?
- What sort of games did they play?
- Did they enjoy them?
- Can you draw a picture of the best thing that happened today?
- Would they have liked to play different games with someone else?
- Are they looking forward to going to school tomorrow?

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## Further Anti-Bullying Information

### **Bullying – Information**

A range of information is available in school. Please ask.

#### **Advisory Centre for Education**

Advice Line: 0808 800 5793

Website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

#### **Anti-Bullying Campaign**

Tel: 020 7378 1446

#### **Bullying Online**

Website: [www.bullying.co.uk](http://www.bullying.co.uk)

#### **ChildLine**

Tel: 0800 1111

Website: [www.childline.org.uk](http://www.childline.org.uk)

#### **'Don't Suffer in Silence'**

DfES website on bullying

Website: [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

#### **Kidscape**

Tel: 020 7730 3300

Website: [www.kidscape.org.uk](http://www.kidscape.org.uk)

#### **Parentline Plus**

Helpline: 0808 800 2222

Website: [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

### **BULLYING IS HURTFUL AND REPEATED**

It can include **physical** – hitting, kicking, taking belongings or **verbal** – name-calling, insulting, making offensive remarks or **indirect** – ignoring or spreading nasty stories or rumours.

#### **If you are being bullied:**

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

#### **After you have been bullied**

- Tell a teacher or another adult in school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

#### **When you are talking to an adult about bullying be clear about:**

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- What you have done about it already.

If you find it difficult to talk to anyone at school or home, ring Childline 0800 1111 or write to Childline, Freepost 111, London N1 0BR. The phone call or letter is free.

#### **If YOU are being a bully – think**

- What does it feel like for the other person?
- Would you like to be bullied? Everyday?
- This school does not put up with bullies – beware!

# Our Rainbow Rules

Be kind and helpful.

Listen carefully and follow instructions.

Work hard and do the best you can.

Look after our school and everything in it.

Keep your hands and feet to yourself.

Walk around the school sensibly and quietly.

Be polite and show respect.

