Behaviour Policy
Including the Anti-bullying Policy

Approved by:

The Governing Body of Hopton CEVC Primary School adopted this policy in January 2018

Document Change History

Review date:	Reviewed & approved by	Change details
January 2020	Claire Wright & the steering group	• Pg 3: Added aspire and persevere. • 6:2 added working in another classroom into the strategies. • Appendix: added behaviour ladder and crib sheet.
January 2022	Claire Wright, all staff & the steering group.	• Clarity on the school vision and Christian Ethos added. Page 2, point 1.2.
June 2022	Claire Wright & FBG	• Changes to appendix one : Incident form
July 2022	Claire Wright & FGB	• Added section 11. Behaviour outside of the school premises.
January 2023	Claire Wright & FGB	• Changes made to the behaviour incident form in consultation with staff 01.02.23
November 2023	Claire Wright & FGB	• Cyberbullying definition added to appendix.
January 2024	Claire Wright & FGB	• Added Anti – Cyber Bullying Policy as per SCC Audit recommendation. (p11-13)
January 2025	Claire Wright & FGB	•

At Hopton CEVC Primary School we live out the words of Jesus in Matthew 19 vs 26 'With God all things are possible'. We raise aspirations and encourage perseverance to reach goals in life and learning.

1. Introduction

1.1. At Hopton Church of England Voluntary Controlled Primary School we believe that good behaviour is essential in order to create an environment where everybody can learn. We accept and recognise that children present different learning behaviours and these will need to be dealt with on an individual basis in relation to the child's personal pathway. We believe in positive rather than negative approaches to learning behaviours and look for natural and logical consequences when reflecting on the behaviour choices. Therefore, our Behaviour Policy is rooted in helping children to learn and this underpins the decisions that are made.

1.2 This Behaviour Policy is underpinned by the school's biblical vision. In school we believe that **'With God all things are possible'** (Matthew 19vs26) and it is this belief that drives our desire to allow all children to reach goals in life and learning. Through the understanding of our vision, shaped by 'head, hearts & hands' which we encourage children to become well rounded individuals with a solid moral compass and aptitude for tolerance and compassion for others.

1.3 The policy works on the understanding that all involved children, staff, parents and other stakeholders all have **rights** and **responsibilities.**

2. Defining our rights and responsibilities:
Children

Rights	Responsibilities
To be safe at all times.	To share equipment and space.
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be cooperative and considerate.
To be heard and to be able to express an opinion.	To speak out but also listen with tolerance.
To know what is acceptable behaviour and the consequences of unacceptable behaviour .	To act in a safe and responsible manner for themselves and others.

All Staff

Rights	Responsibilities
To work in a safe and pleasant environment.	To try and ensure the environment is safe and that others act safely.
To receive support from within the education system, including colleagues in school.	To work to create a friendly, encouraging, secure and positive environment.
To be involved in collaborative decision making within the school.	To allocate time and resources fairly and appropriately.
To be treated with respect and courtesy.	To listen to and to encourage children to express opinions and listen to others.

To be informed of family / home circumstances which may have an effect upon a child's behaviour, ability or attitude within school.	To communicate with parents / carers, offering courtesy and a willingness to listen; this includes reporting both positive as well as negative behaviour / incident / events, etc.
To expect parents/carers to support school policies and actions towards behaviour.	To neither discriminate nor accept others discriminating.
To expect parents / carers to support the school's action to assist their child academically, emotionally and socially.	To play a part in the wider aspects of the school, working and consulting with colleagues.
	To consider the needs of children when planning lessons, including those with behavioural difficulties.

Parents / Carers

Rights	Responsibilities
To be informed of school procedures and the curriculum.	To inform staff of medical / other problems or concerns.
To both receive and offer, information about their child's educational, academic and behavioural development.	To treat all members of the school community with courtesy and respect at all times.
To expect consistent approaches by all staff in respects of this policy.	To consult with staff in order to reach agreement where specific issues need to be addressed.
To expect that there will be no cultural, sexual or physical discrimination against any member of the school community.	To be encouraging towards their child and supportive of school policies, actions and any individual programmes such as Behaviour Support Plans, or social support / interventions offered.
To be treated with courtesy and respect at all times.	To reinforce what is acceptable behaviour in school.
	To neither discriminate nor accept being discriminated against.

3. Outcomes for Children:

3.1 At Hopton School we aim to:

- Guide children towards effective communication, self-control, the ability to express their feelings in an appropriate way and develop self-awareness.
- To create a culture were children aspire to be the best they can be in of life and learning.
- Encourage each child to learn their own value, to respect themselves and appreciate their achievements.
- Enable children to respect others, to learn the unique value of each person in their lives and the effect we have on one another.
- Enable children to engage with learning and accelerate levels of attainment to will support their motivation to do well in school.

- Create a learning environment which is safe, stimulating, supportive and caring.
- Promote the skills of co-operation, collaboration, making choices and taking responsibility.
- Encourage each child to respect the things around them, both living and inanimate, belonging to themselves and others.
- Develop a sense of a learning community to which we all belong and have responsibility to. This can be fostered through building learning behaviours across the school.

4. Principles and Practice:

4.1 We intend to achieve these outcomes by:

- Establishing clear expectations of behaviour with the children and between staff.
- Modelling these through our interactions with one another, staff in schools, parents and the children.
- Ensuring we are non-confrontational in our own responses.
- Helping children evaluate their own behaviour and set their own goals.
- Structuring time and giving routines and consistency.
- Giving the opportunity to learn experientially and through planned activities, independently and as a member of the group, within the safety of caring relationships and consistent responses.
- Embed the understanding of cause and consequence and that behaviour elicits consequences, both positive and/or negative in nature.

4.2. In our work with children and each other, we will endeavour to refrain from:

- Criticism, blaming, complaining, threatening, punishing or judging.

4.3. Instead, we advocate and support:

- Recognition and praise; support and understanding: action and assertion; knowledge and negotiation; consequence and reparation; acceptance and recognition.

4.4. This will demonstrate our ability to:

- Seek to find the positive in any situation and identify it.
- Look for negotiation and explanation to support resolution.
- Use language to identify behaviours, describe feelings, reason actions.
- Acknowledge achievement publicly.
- Deflect and defuse difficult, potentially confrontational situations.
- Supply alternative preferred responses as 'choice options', and state consequences of choices.

4.5 At Hopton School we have clear expectations of behaviour that we promote about how we listen, respect and respond to one another.

We ask adults and children:

- to try and do the best they can
- to listen to one another
- to look after one another and our things
- to be kind thoughtful and helpful in what we do
- to look after ourselves and keep ourselves safe

5. Teaching and Learning

5.1 There are number of strategies that will be used to support children's learning about behaviour. They include:

- planned ignoring
- deflection /distraction
- de-escalating
- humour
- roles of responsibilities (jobs)
- challenges
- calm / quiet time
- change of task
- talking
- adult owning the behaviour
- change of adult
- choices
- calmness
- listening
- awareness of possibilities
- firm assertive instructions
- controlled raising of voice
- warning of transition
- use of visual aids, i.e. timer, visual timetables etc.
- Zones of Regulation strategies

5.2. Children will learn through:

- modelling of positive behaviours by others
- clear boundaries
- routine and consistency
- the way they are responded to by others
- expectations and achievements being explicit
- playing and working with others in planned situations that practice skills
- role play
- understanding that actions have resulting consequences
- reparation
- expressing feelings and fears within a safe environment
- shared celebrations
- a nurturing approach
- personal experience in a safe place and secure environment.

6. Organisation:

6.1. Positive behaviour is reinforced with immediate praise, visual signs, stickers, group appreciation, other adult recognition, certificates, photographic displays or written reports to parents / carers.

6.2. Consequences of negative behaviour include reminders of expectations, encouragement to make the right choice, loss of opportunity to participate in an activity for a fixed amount of time, loss of playtime/free choice; time alone, time working with an adult, working in another classroom, reparation or opportunity / action to "mend" a situation; follow up discussion with HT, contact with parent/carer, invitation for parent / carer to attend a meeting. Behaviour Incidents will be recorded on the 'Pupil Incident Form' (Appendix 1)

6.3. On occasion, a physical response by an adult will be necessary as a result of a child's physically threatening or dangerous behaviour. If necessary we will move or hold a child in order to ensure safety for the individual child and others. Staff will use risk assessments prior to any physical handling and this assessment will be recorded. This will be numbered and logged in the Incident book held by the Head teacher and the parents/ carers will be informed. For further information, please see our Physical Handling Policy.

6.4. The circumstance in which this sort of action maybe required would be to prevent:

- the child from injuring or endangering themselves
- the child from injuring or endangering another person
- the child from damaging property
- the child from disrupting good order and discipline and therefore affecting the learning of others.

6.5. If this situation does occur, then only the minimum force required will be used. It will be proportionate and reasonable. Staff will apply any professional guidance or training they have received to ensure this is done as safely as possible to protect both the child in question and themselves/others. Only staff trained in the School Safe techniques should be called upon to physically intervene in the first instance, although all staff have the Head's authority to intervene where it is judged necessary to prevent injury or maintain good order. In these situations, support from a trained member of staff should be sought as soon as possible and they would take over as soon as they arrive.

6.6. We acknowledge that children are more likely to display degrees of vulnerability that may include issues around Safeguarding or Child Protection. The relationship with staff can result in degrees of trust that elicit disclosure, or observed behaviours that may lead us to believe that the child is at risk. Staff will pay heed to the Safeguarding Policy in relation to these matters and be guided by the advice of the Senior Designated Person.

7. Playtimes and Lunchtimes:

7.1 Exactly the same rules and expectations apply during these times.

8. Running Off Site Procedure

8.1 We acknowledge that when some children emotionally dysregulate they can go into the 'fight or flight response'. This is our body's own protective response to anxiety or danger. The body releases a sudden burst of adrenaline. For children who choose to run, and more specifically off site, there is a procedure in place.

8.2 When a child is at risk of running off site the following procedure is followed

- One member of staff (preferably with a mobile phone) stands on the front pavement outside of school. This is likely to be a member of the office staff
- Another member of staff goes to the back of the school via the village hall (again preferably with a mobile phone)
- This ensures that the exits off the site are secure.
- A third member of staff (again with a mobile phone) follows the child.
- If the child does go off site then 999 is called. This call is likely to be made from the office, but could be done by any member of staff involved in the incident.
- After the Police are informed, parents should be called immediately and if appropriate the child's Social Worker.

9. Exclusions and Persistent Anti-Social Behaviour

9.1. Exclusions: It is hoped that exclusions will be rarely required. However, if a situation arises where the school feel this is the appropriate action to take the Head teacher will follow the current guidance (please see 9.4) and procedures set out for such action.

9.2. Following a period of fixed term exclusion the Head teacher will meet with the child and their parent / carers to discuss a positive way forward, before they return to class. This will, in the most cases, be on the first day back to school.

9.3. Individual Behaviour Support Plans and Risk Assessments:

 In order to support some children it may be felt that an Individual Behaviour Support Plan and /or a risk assessment will be beneficial. These will specify the concerns and how the school wish to move forward in addressing them, so that all staff can work consistently with the child. Parents will be involved in creating these plans.

9.4. When a child is unable to follow the rules the following sequence of events will begin:

- The class teacher will inform the Head teacher in school and ascertain whether there is any more early help that could be given to the child.
- The class teacher may ask the support of the Special Educational Needs Co-ordinator if necessary, and a case study of the child and support given maybe drawn up at some point depending on the seriousness of the case
- The class teacher may decide to inform the child's parents if the behaviour is particularly serious or does not seem to improve.
- Other outside agencies may need to be involved, at the discretion of the Head teacher, in some special circumstances.
- If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the Head teacher may impose fixed term exclusion.
- Extremely serious situations may lead to involvement of the Governing Body, with permanent exclusion being the severest consequence.

9.5 A Support Plan and /or Risk Assessment will:

- have a shared responsibility with a solution focused approach, so that all staff are giving the same message.
- guide the child through what is acceptable behaviour using strategies such as social stories, small group work, 1:1 support.
- offer moral, emotional and practical support for the pupil, his teachers and support staff
- involve the parent / carer and the child and ensures regular and honest communication between all parties involved.
  ensure all staff receive regular training and CPD for Early Intervention and solution focused strategies

9.6. Monitoring: If a child continues to be unable to follow the rules a special plan may be drawn up.

We will look for;

- Frequency
- Intensity
- Generality
- Duration

of the behaviour in order to discover what triggers or exacerbates the behaviours concerned.

Please note, each situation is different and requires an appropriate response as necessary. It is not uncommon for a variety of intervention strategies to be implemented.

The main objective is always to rectify the inappropriate behaviour and encourage the child/children to take responsibility for their own behaviour, reflecting upon their choices and consequences.

10. Searching Children & Confiscation of Items

10.1. All staff are able to search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look in general for something that has gone missing
- In order to establish the presence, or not, of a dangerous object or illegal substance
- To look for something inappropriate that is thought to have been brought onto the school grounds
- To establish the use of personal electronic devices in a given situation, eg. Texting or taking of picture

10.2. The procedure for searching is such:

- Belongings such as bags and clothing not being worn at the time may be searched
- Pockets on clothing that is being worn at the time shall be required to be emptied; only if felt necessary, clothing may be patted down to check that they are empty, provided a second member of staff is present.

10.3. If any of the following takes place, then all staff have the right to confiscate the item and return it to parents /carers after school.

11: Behaviour Outside of the School Premises

11.1 Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Non- criminal poor behaviour and bullying that occurs which off the school premises or online which is witnessed by a staff member or reported to the school, will be dealt with in lines with the school behaviour policy. Therefore, the sanction will be proportionate and reasonable to the incident and parents will be fully informed.

11.2 Conduct outside the school premises, including online conduct, that school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Anti-Bulling Policy

1. Aim At Hopton School we aim to provide a safe and happy environment for all to work in. This policy works alongside the aims aforementioned in the introduction of the Behaviour Policy.

Our beliefs

It is our belief that both the bully and the victim within an incident are behaving in a manner that is the consequence of learned behaviour. Whilst not condoning the behaviour of the bully, we will therefore provide support and help to both bullies and victims.

Bullying behaviours can be indirect, verbal or aggressive. They may be subtle and not immediately obvious. These behaviours will induce emotional responses from the victim, including fear. Although not always the case, a lot of incidents involve group behaviour with a ringleader, assistant, reinforcer, defender and outsider. On other occasions, it may be an individual in a position of power, asserting this over another person. Whatever the situation, the impact of bullying is very personal and harmful. It will result in anxiety and insecurity, low self-esteem, and feelings of loneliness and isolation. When bullying occurs over time it can have severe results on a person's social, psychological and physical well-being.

2. Definition:

2.1 "Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. It always reflects an imbalance and misuse of power.
" Bullying behaviours are aggressive although they may not seem so"
Valerie Besag (1989)

- Types of bullying are specified in Appendix 3.

Objectives

- Bullying will not be ignored or taken lightly at any time by staff at Hopton School. An incident of bullying either witnessed or reported to us, will be acted upon by the member of staff involved.
- This will include challenging individuals that we consider may be acting in a bullying manner with others, be they children or other adults at Hopton School.
- Although racial and sexual harassment can involve the same kind of behaviours they are usually directed as a result of a person belonging to a particular cultural or ethnic group or gender. Our response to comments of a racial or sexual nature will be as forms of bullying, however tackling such behaviours simply as forms of bullying will not reduce prejudice and harassment. The responses we would make to racial and sexual incidents are more comprehensively covered in other policies.

3.1. Preventative Measures

- In our work we consider it important that children understand what bullying is and how to respond to it.
- It is included in assemblies and it is addressed through child specific programs.
- A member of staff will encourage the involvement of children in a variety of playground games.
- Provision of different types of play area e.g. Quiet area, small apparatus area, area for chasing games.
- Vigilance in supervision of corridors, toilets etc.
- Staff will receive training and updates regularly through staff meetings.

3.2 Early intervention

- Provide high levels of supervision for all children.
- Early and effective intervention has an important part to play in preventing poor behaviour. We will explain to the child concerned what aspects of his/her behaviour is causing concern, and how it can be modified. A verbal reminder may be sufficient to deter a pupil from name calling, mild teasing etc., which can lead to bullying.

3.3. **Procedures we follow with children**

When witnessing a bullying incident or having something reported to us we will proceed through a staged response:
- Apply the Method of Shared Concern (No Blame approach) in the first instance (see appendix 3). If this does not modify the actions of the child a more direct and consequence based response will take place.

Whatever consequence is undertaken needs to relate to our Behaviour Policy.
- Conduct individual talk with all the children involved and provide an opportunity for them to express their feelings.
- Identifying ways to change the situation and plan a response agreed by all participants.
- Following up a week later with a short discussion, if appropriate.
- In the case of repeated bullying a letter will be sent home to inform the parents / carer.

Recording

We will record any information about serious or persistent incidents of bullying and how they were resolved, both immediately and over the longer term.
Records will be objective and should include:
- those involved (or alleged to be involved)

These records should involve any staff involved in the incident. This information should be recorded on an incident form. (Appendix 4)

3.3 Procedures we follow with adults:

When witnessing an incident, having something reported to us, or having a direct experience ourselves that involves an adult, we will follow a similar approach. This involves:

- Challenging the statement or incident immediately, in a private environment with a reflective comment and seek clarification of intent and understanding of impact.

- Report the matter to the Head teacher. If it is felt that an inappropriate response is given, if there is resistance to accepting responsibility or if this is the second (or more) occasion a concern has been raised with this member of staff;

- An individual supported discussion with the Head teacher will follow depending on the severity of the actions;

- An agreed response to the incident that will include a record on the member of staffs file and a period of monitoring agreed;

- Disciplinary action will follow if there is persistent bullying behaviour which will be considered to be more than two occasions.

Anti - Cyber Bullying

1.Virtual Bullying

With more and more of us using email and mobile phones and other electronic devices, bullying does not have to happen in person. Silent phone calls or abusive texts, emails and social networking sites can be just as distressing as being bullied face to face.

1.2 Cyber Bullying
This is sending or posting harmful or cruel text or images using the internet or other digital communication devices.

How we as a school deals with Cyber Bullying:

- ❖ Staff – all incidences should be reported to the Headteacher who will then ensure the person being bullied is being supported, take responsibility for investigating and managing the incident and for contacting the police and LA if appropriate. If staff want additional advice and support they can seek this from their union, professional association, Teacher Support Network.
- ❖ Pupils – procedures will be followed in line with the school <u>Bullying Policy</u> and LA and DFE guidelines.

2. Seven Categories of Cyber Bullying

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, Facebook, Twitter, etc.).

Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

3. Advice for Parents

- ❖ Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- ❖ Make sure they know what to do if they or someone they know are being cyber bullied.

- ❖ Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.

- ❖ Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.

- ❖ Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.

❖ Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

4.Suggestions for parents to stay involved

• Keep the computer or other electronic devices in a public place in the house. Periodically check on what your child is doing.

• Discuss the kinds of Internet activities your child enjoys.

• Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.

• Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.

• Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.

• Watch out for secretive behaviour as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.

5. Advice for Pupils

• If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced.

• Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.

• Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry; it will only make the person bullying you more likely to continue. There is plenty of online advice on how to react to cyber bullying.

Click on the QR codes to access support.

> Calls to 0800 1111 are free and confidential. Children can also contact Childline online. Childline has lots of advice about different types of bullying and a tool to support with the impact of bullying.

6.Text/Video Messaging
• You can turn off incoming messages for a couple of days.
• If bullying persists you can change your phone number (ask your Mobile service provider).
• Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

7.Email
• Never reply to unpleasant or unwanted emails.
• Don't accept emails or open files from people you do not know.
● Speak with an adult to support you.

8. Chat Room & Instant Messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.

<u>Think carefully about what you write - don't leave yourself open to bullying</u>

Appendix 1

Hopton CEVC Primary School
Pupil incident form
To be completed for all incidents and high-risk behaviours.

Pupil Name:	Date of Incident	Time of Incident
Staff Name:	Place	
Witness, pupils	Witnesses, adults	

Nature of incident

Non – compliance		Racial Abuse		Harm to adults	As a result of the harm to adults, medical support was given to the adult.	
Repeated disruption		Swearing/ Gestures		Harm to peers	As a result of the harm to peers, another child (ren) receive medical support.	
Verbal abuse		Sexualised behaviour		Harm to self	As a result of self-harm, medical support was given.	
Absconding with supervision		Bullying				
Absconding without supervision		Damaging property				

Details of incident:

Injury- medical treatment given.	Yes/no	pupil	staff	other
Accident form completed	Yes/no	pupil	staff	other
Damage to property	Yes/no	personal	building	furniture

De- escalation techniques employed

Defusing		Humour		Limits		
Deflection		Ignoring		Consequence warning		
Distraction		Time Away		Change of adult		
Proximity Control		Choices		Calm talk		
Step away		Guide away				

Physical Control was used to prevent or interrupt:

A criminal offence	
Injury to staff, pupils, self	
Serious damage to property	
Pupil absconding	
Acting in a way that is counter to maintaining good order	

Physical Control applied:
Identify duration &hold applied.

Standing	Minutes	Sitting	Minutes

Single elbow	Double elbow	Figure of four	2 person hold

Hold to be reported to parents/ carer	Signed by parent	Signed by staff	Date:

Contingent touch: Yes ☐   **Staff member: _____**

Description:

Post incident follow up/pupil discussion and outcome/ consequences

In not all circumstances will parents be informed of incidents. This is down to professional judgement. Where you do speak to the parents please fill in the box below.

Parents informed of incident	Date & signed	Copy of form supplied	Date & signed

Appendix 2

Appendix Behaviour ladder crib guidance

These are the steps on the 'ladder' for the classrooms. The steps don't not need to be represented as a ladder but followed consistently in all classrooms

Outstanding learner

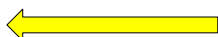Children who received the 'outstanding learner' award are given a special sticker.
This can also generate a prize square or smileys for the teacher's tin at the end of the week.
You should try and make parent contact at the end of the day.

Aiming high

Ready to learn

All children start the day here.

Think about it

Consequence

Your consequence based on a natural and logical response to the incident. Completing work, missing some play, writing a sorry card, clearing up a mess etc.

Parent contact.

It is likely that you have spoken to me if a child is at this stage. Parents need to be informed of the incident and there needs to be some joined up thinking as to how to proceed.

Anti-Bullying Policy (Appendix 3)

<u>Types of Bullying</u>

1. **Physical**
   - Hitting
   - Kicking

- Pushing
- Offensive gestures
- Damaging or removing property

2. **Verbal**
    - Name calling
    - Threatening comments
    - Insults
    - Racist remarks
    - Teasing
    - Sending nasty notes
    - Nuisance calls

3. **Silent or psychological**
    - Ignoring
    - Spreading rumours about someone or their family
    - Isolating
    - Text messages or e-mails/ social media

4. **Racial; sexual; disability harassment**
    Racial, sexual and disability harassment can involve any and all of the above means and is usually directed as a result of a person belonging to a particular cultural or ethnic group, gender or living with a form of disability. Tackling such behaviours simply as forms of bullying will not reduce prejudice and harassment. However, there are occasions when children may use specific terminology in a derogatory manner that may not be directed at a child belonging to one of these groups. Behaviour of this kind will be treated as racial, sexual and disability harassment.

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.

5. **Cyberbullying**
    Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Technology can be used to carry out a wide range of unacceptable or illegal behaviours. Cyberbullying can include: – intimidation and threats – harassment and stalking – vilification/defamation – exclusion or peer rejection – impersonation – unauthorised publication of personal information or images – manipulation.

** not an exclusive list

Appendix 4   **Anti-Bullying Policy**

The Method Of Shared concern

Principles and practice behind the "no-blame" or support group method:

- In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had.
- A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.
- Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.
- The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group.
- Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.
- A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometimes kept of the way this method is carried out, but not always.

Pikas (2002) Method of Shared Concern

Appendix 5

Hopton CEVC Primary School School
Bullying Incident Report

Name:	Where:
Date:	Report by:

Others involved:
Category of bullying:

What Happened:

What Action was taken;

Result of action taken:

Category of Bullying:

Direct Physical	**Indirect Physical**
E.g. hitting, kicking, nipping bag	E.g., pushing,tripping,snatching,swinging
Direct Verbal	**Indirect Verbal**
E.g. Name Calling, threat, extortion	E.g.: gossip, threats to, lying
Direct social	**Indirect Social**
E.g. exclusion, taking friends, belittling cyber bullying.	E.g., ignoring, forgetting, social media /