



Lickey Hills Primary School and Nursery and The Hive

Relationship based Behaviour Policy

Including Anti Bullying and Cyberbullying

Updated October 2022

"Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions"

(DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, published July 2013; last updated January 2016)

This policy is intended to cover all areas of school life, including classroom behaviour and behaviour in other parts of the school such as corridors, hall and playgrounds.

This policy must be implemented in conjunction with our:

- Equality and diversity policy
- Attendance Policy
- Safeguarding Policy
- Anti-bullying policy and online bullying policy
- The positive intervention policy
- Disability Equality Scheme and Accessibility Plan Principle.

For full details of how we prevent bullying, cyber bullying, prejudice based and discriminatory bullying please follow this link to our [Anti Bullying policy](#)

This policy has been created by the staff and children at LHPSN and in consultation with parents and governors.

The procedures set out in this policy need to be followed by all staff at all times so that there is a consistent approach to behaviour throughout the school and children know what is expected and what is not. By giving the same message all the time, children have the security of knowing what to do and what not to do.

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach. Although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

As a school we believe in a nurturing, relationship based approach where every child feels listened to. The commitment of staff to the emotional well-being of the pupils is a particular strength of our school. Our school values underpin this and promotes a positive approach to the education and pastoral support of each individual pupil. We reward and celebrate achievement which has an impact on the pupil's self-esteem, confidence and happiness. All pupils know that they are safe and secure - and that their contributions and achievements are respected and valued.

Aims

At LHPSN our aim is to support pupils to develop positive relationships, through which they feel safe to explore and develop an understanding of their thoughts, feelings and behaviours. We recognise that for some children this may take time. We believe that for this to happen an enquiry approach is necessary to fully understand the child and their behaviour. Our staff seek to understand each child's individual circumstances. For some children this will include exploring their experiences of relationships e.g attachments, effects of trauma

and potential or diagnosed SEND to maximise positive steps and positive outcomes.

As a staff, we recognise that in order to fully meet the needs of pupils, of which many present with complex needs, it is essential that the school is attuned, attachment friendly and nurturing.

We understand that we must help children to co-regulate their emotions in order to support them to become independent in emotional self regulation. To do this we aim to provide the skills for pupils to identify and understand their own needs to help them to self-regulate and show positive behaviours.

We also aim to:

- promote behaviour that supports learning
- have a consistent approach to behaviour support throughout the school
- encourage children to build positive relationships with their peers and the adults around them

Our Ethos

When developing relationship based provision we need to think in terms of:

- *Developing relationships*
- *Responding and calming*
- *Repairing and restoring*

Our ethos is to create an environment where children enjoy learning and where children have the right to learn without disruption by others. Recognition of good behaviour is a cornerstone of the policy and the philosophy of the school, and the rewarding of good behaviour acts to reinforce that behaviour and show others what can be gained from behaving well.

We promote fairness and restorative principles across LHPSN, we are child-centred and inclusive. We have an approach which is built around positive relationships between staff and pupils as well as pupils and peers. Additionally, we aim to enable all pupils to have the ability to understand their own thoughts, feelings and behaviour, to self-regulate and build positive relationships within, and out of school.

We strongly believe that responding to the social, emotional and mental health needs of the children is not the responsibility of a few staff in school; it is everyone's responsibility. All members of staff are responsible for supporting the behaviour of children across the school, building relationships is everybody's role! For example, staff smiling and greeting our children on their way into school adds to their sense of belonging, feeling liked, respected and valued.

Only when children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

A Trauma-Informed Approach

We are proud to be a Trauma Informed School (TiS). For us this means that we aim to have TiS approaches at the core of our whole school ethos and across our whole setting. LHPSN is committed to developing a Trauma and Mental Health Informed Approach to behaviour management.

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

The Role of the Adults

Taking a non-judgmental, curious and empathic attitude towards behaviour, we encourage all adults in schools to respond in a way that focuses on the thoughts and feelings that might drive certain behaviour, rather than the behaviour

itself. Children who may show challenging behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Staff focus on the central principles of empathy, connection, attunement, trust and co-regulation. At the centre of what we do is the principle of 'Connection before correction'. This includes careful consideration and awareness raising of both verbal and non verbal communication. We believe our approach to behaviour supports staff to feel empowered to respond in a way that is empathic but has boundaries - **firm but kind**.

The role of parents and carers

Lickey Hills Primary School and Nursery recognises the importance of the parent/child relationship. We work collaboratively with parents and carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents and carers immediately if we have concerns about their child's welfare or behaviour. This includes if there is a pattern of behaviour that challenges the school's behaviour expectations and/or disrupts their own learning or the learning of others.

If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team, starting with your child's Assistant Head Teacher.

In the classroom

Every child has the right to an education (Article 28) and to learn in a productive, stimulating environment, where everyone has the right to feel safe and to be treated with dignity and respect.

The organisation of the classroom is fundamentally important in promoting positive behaviour. Teaching and learning should be interesting and varied and

offer pupils a degree of choice. We adapt teaching to accommodate the needs of all learners, including those with additional needs.

Pupils should feel involved in the teaching and learning process. Well organised, purposeful, cooperative learning activities can improve behaviour. Teaching should encourage an accurate match between aspirations and ability. The teachers' every word and action should be based on the assumption that all pupils can achieve, whatever is to be learned. Simple non-verbal encouragement (smile, thumbs up, etc.) is effective. Teachers should model good behaviour patterns and be aware of their own stress control techniques, where adults are in control but not 'controlling.' When pupils arrive in the classroom, initial contacts will be positive. Every interaction is an opportunity to build a relationship.

Our Three School Rules

We have clear rules for the children to follow. These rules are in place from Nursery through to Year Six, during playtimes and lunchtimes, as the children arrive and leave the school site, as well as in the Hive wrap around care facility.

Children will be reminded of these by class teachers at the start of each half term and in assemblies on a frequent basis, as well as daily. Explanations, examples and clarifications will accompany discussions. Posters and visual reminders of our school rules are displayed in each classroom as well as around the school.

Our Three School Rules

Follow instructions

Always use Positive language and actions

Keep your hands, feet and objects to yourself

To reinforce the frequency of good behaviour, we focus on the positives through praise and rewards. We have a clear and consistent system of consequences for children not following the rules. Our Jigsaw PSHE scheme will further support the children with the development of their social, emotional and mental health and promote understanding of their behaviour.

Consistent Expectations across school

Children throughout the school understand that different levels of volume are allowed in different circumstances. Teachers will share with the children which of the following voices to use at the beginning of an activity or session:

- Silent voice
- Partner voice
- Table voice
- Classroom voice
- Playground voice

Staff in school will also use consistent language such as 'Stop' and 'Eyes on me'

Rewards

Rewards are used consistently throughout the school.

EYFS and KS1

Stickers - The teachers in EYFS and KS1 will issue the children with a range of stickers to reward and motivate

Monster Points - Each child from Nursery through to the end of Year Two is allocated a 'Monster' on the system 'Class DoJo'. Throughout the day 'Monster points' are allocated by the Teacher or TA to reward positive behaviour within the classroom and at playtimes. In KS1, at the end of each week, a child is issued with the class 'Monster Point' trophy for the most points and is allowed to keep this on their desk for the following week. Coloured ribbons will be added in the winning child's house point colours. In Year One, children will also need to have received 10 monster points over the course of the week to be able to take part in 'Golden Time' which is a free flow play session for the last lesson on a Friday afternoon. For a child who is not making the right choice, after being reminded of the rules/the instruction that needs following, may have a monster point removed. This point will be 'held' with the aim of getting it back as soon as the right choice has been made. Class teachers will not remove DoJo's from the whole class at a time, instead just on the children not making the right choices.

The children in KS1 will be awarded Class Dojo points for:

Cooperation - Work together

Curiosity - Questioning

Independence - Have a go!

Perseverance - Keep Going

Respect - Being kind

We follow school rule

These link in with the wording for the High Five Learning Powers in KS2.

The Children in EYFS will be awarded Class Dojo points for:

Stickosaurus - I stick to tasks and persevere. Try my best and never give up

Thinkosaurus - I think carefully, work hard to solve problems and share my ideas and resources

Explorosaurus - Explore everything around me, ask questions and find things out

Following instructions

Good Manners

Kind friends

Looking at the person who is talking

Listening to all of the words

Sitting Still

Staying quiet

On the KS1 playground at playtimes

The children will all know where the 'Time to Talk' bench is situated. There will be a designated member of staff on duty throughout every morning and afternoon break - they will be there simply to chat to any of the children who need it and to build relationships with staff.

KS2

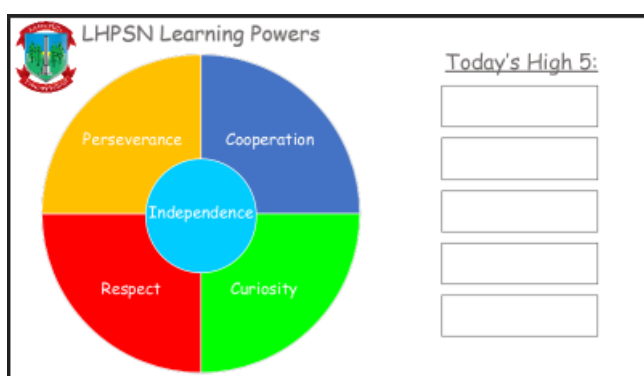
House points - Each child when they join the school are allocated with a House Point Team. Once in KS2 Monster Points are replaced with 'House Points' which can be collected across the week for their house team. When spotted demonstrating positive behaviour or putting in super effort, a child will be asked to add a colour token to their team's house point jar. Over the half term these are added up across the Key Stage and an extra playtime is awarded to the winning house at the end of each half term.

As decided by the LHPSN Pupil Parliament, each Friday a member of the class will count up the house points to find the total amount for each team. The Yr6 House Captains will collect the house point results from each class and add these up for a total amount for each house point team. The results of this will be shared during a KS2 assembly. The winning house point team will have their house point colours proudly displayed on the house trophy at the front of school. Results will be shared with families via the school newsletter.

The house captains will keep a running total of house points and an overall house winner will be announced at the end of each half term. This team in each class will have their additional afternoon play and activity time.

The High Five:

The High Five is a system that will work alongside the newly introduced 'Learning Powers.' The Learning Power Wheel replaces reward boards in KS2 classrooms to allow focus on positive behaviour choices. During the day, teachers and TAs will look for children exhibiting these learning powers on the spot and move name tags into the appropriate zones. This allows instant recognition and reward of appropriate learning choices, while signalling and modelling to the rest of the class expectations for behaviour. At the end of the day, a child from each zone will be chosen for the day's 'High-5' and be awarded 5 house points. This will be displayed on the learning powers board in each classroom and be refreshed each day.



Star of the week

Each Friday the class teachers will choose a child who has exhibited sustained, improved and/or excellent behaviour. A text message will be sent home to parents and the child will wear a 'Star of the week' badge for the following week.

Whole School

Communication with home: We encourage all teachers to communicate the positives with parents and carers through phone calls and text messages.

Smiles and verbal praise: Easy to use, immediate and effective

Miss Salisbury's Golden Book - When a child has been seen to be doing something exceptional, whether this is in their work or play, around the classroom or in the dinner hall, they may be sent to Miss Salisbury to go in the Golden Book. They will also receive a Golden Head Teachers sticker. A text message is sent home to parents and their name will go on the newsletter

Half term awards - At the end of each half term Miss Salisbury will lead an awards assembly. Teachers will choose a child to put forward for each award, based on their behaviour and work over the course of the half term.

Friendship award - This will be awarded to the child who consistently demonstrates the school's expectations for being a good friend

100% effort award - This will be awarded to the child who has consistently put in maximum or hugely improved effort

The learning power award - This will be awarded to the child who has consistently demonstrated the school learning powers in their lessons

The Head Teacher's Award - Miss Salisbury will award this to a child per year group chosen specifically for consistently demonstrating the school values

Each award comes with a certificate and a gold badge for the pupil to wear on their uniform. Their photos are displayed the following half term at the front of school for KS2 and in KS1/EYFS departments as appropriate.

Supporting children with their behaviour choices

Although we put a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some students who may struggle to follow our school rules. When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Head Teacher, Deputy Head Teacher, Assistant Heads, SENDCo, the nurture team, Class Teacher and/or Teaching Assistant. At every stage we will also maintain close communication with parents and carers where possible.

Consequences - Consequences are just that: They are not, ever, to be regarded or referred to as punishments. They are a consequence of the child's behaviour.

As a Trauma Informed School, and in line with our nurture work, the school staff will always listen to all children involved in any behaviour incidents.

We have a firm belief in 'Reward in public, remind and repair in private'. No child should be made to feel humiliated or shamed as a response to a poor behaviour choice. As a central principle we place a strong emphasis on repairing and restoring after an incident so that relationships are unconditional.

The staff will consistently, across school, follow these steps when dealing with negative or challenging behaviour:

1. **1st warning** - A quiet verbal word with the child reminding them that they are not making the right choice and that they need to follow the school rules.
2. **2nd warning** - If the child continues to make the wrong choice they are moved away to a quieter place to continue working.
3. After **consistently failing to follow the school rules**, and following 2 warnings, the pupil is asked to work in another classroom. A Yellow Card letter may be issued at this point.
4. **SLT involvement** - Pupil is asked to see a member of the SLT. A Red Card letter may be issued at this point.

Some behaviours lead straight to steps 3 and 4. Please see appendix 1 for Yellow and Red Card behaviours.

Yellow and Red Card Letters

Yellow and Red card letters allow the school to communicate any incidents of the school rule/s being broken so that parents/carers are aware and can reinforce at home why the behaviour is unacceptable. Parents/carers will be alerted to this via parent mail.

Consequences for A Yellow or Red card letter

Following a Yellow or Red Card letter being issued to a child, they will spend time with a member of staff during a playtime or lunchtime. This has been decided in consultation with the LHPSN Pupil Parliament.

EYFS

Yellow card letter - 5 minutes thinking time

Red card letter - 10 minutes thinking time

KS1

Yellow card letter - 5 minutes

Red card letter - 10 minutes

KS2:

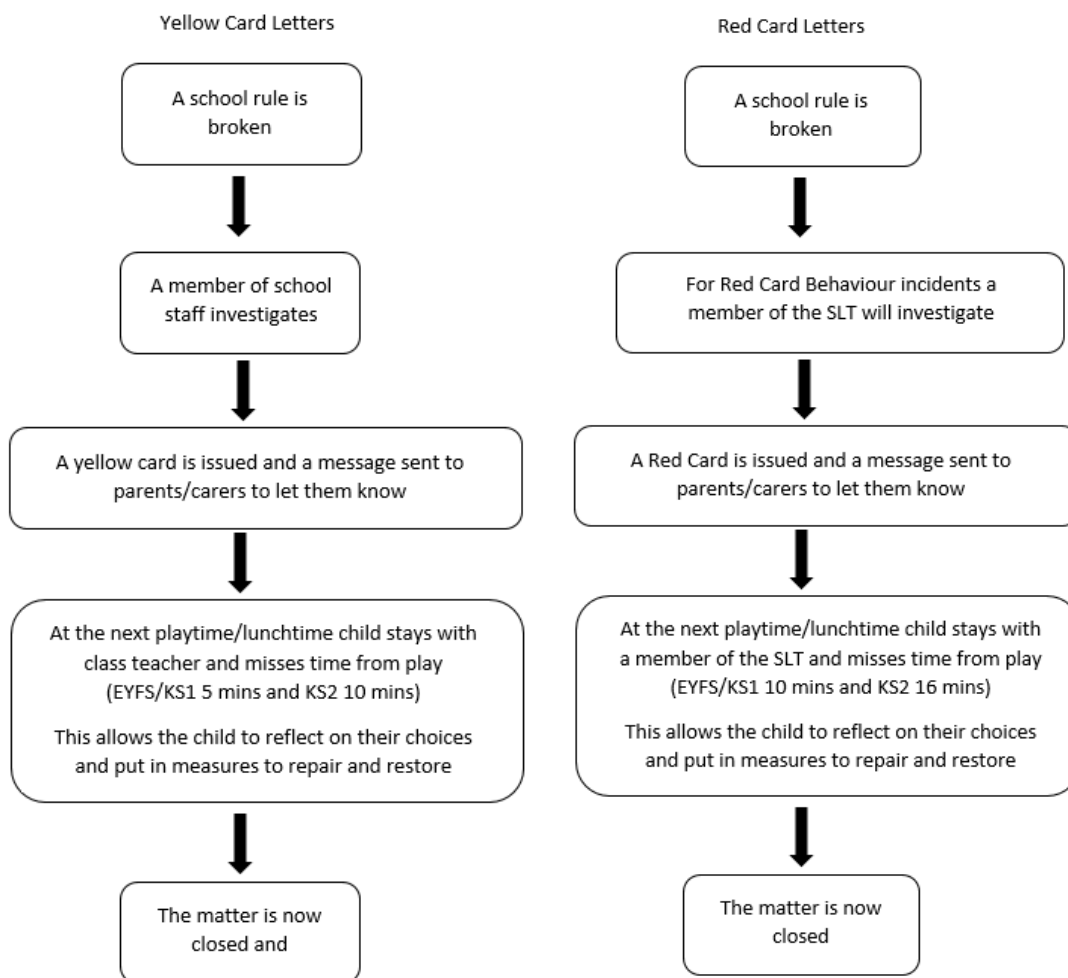
Yellow card letter - 10 minutes

Red card letter - 15 minutes

This will be at the next available playtime/lunchtime or the following day if the incident occurs after the play times and lunchtimes have occurred.

During this time the child will reflect on what happened, why and how they can put things right.

At the point where a child has received 3 Yellow or 3 Red card behaviours, whether this is over a short period of time or over a term, the Senior Leaders will ask parents/carers to attend a behaviour meeting in school. The child may be put on a behaviour log and/or receive in school sanctions such as missed break times and lunchtimes or privileges removed.



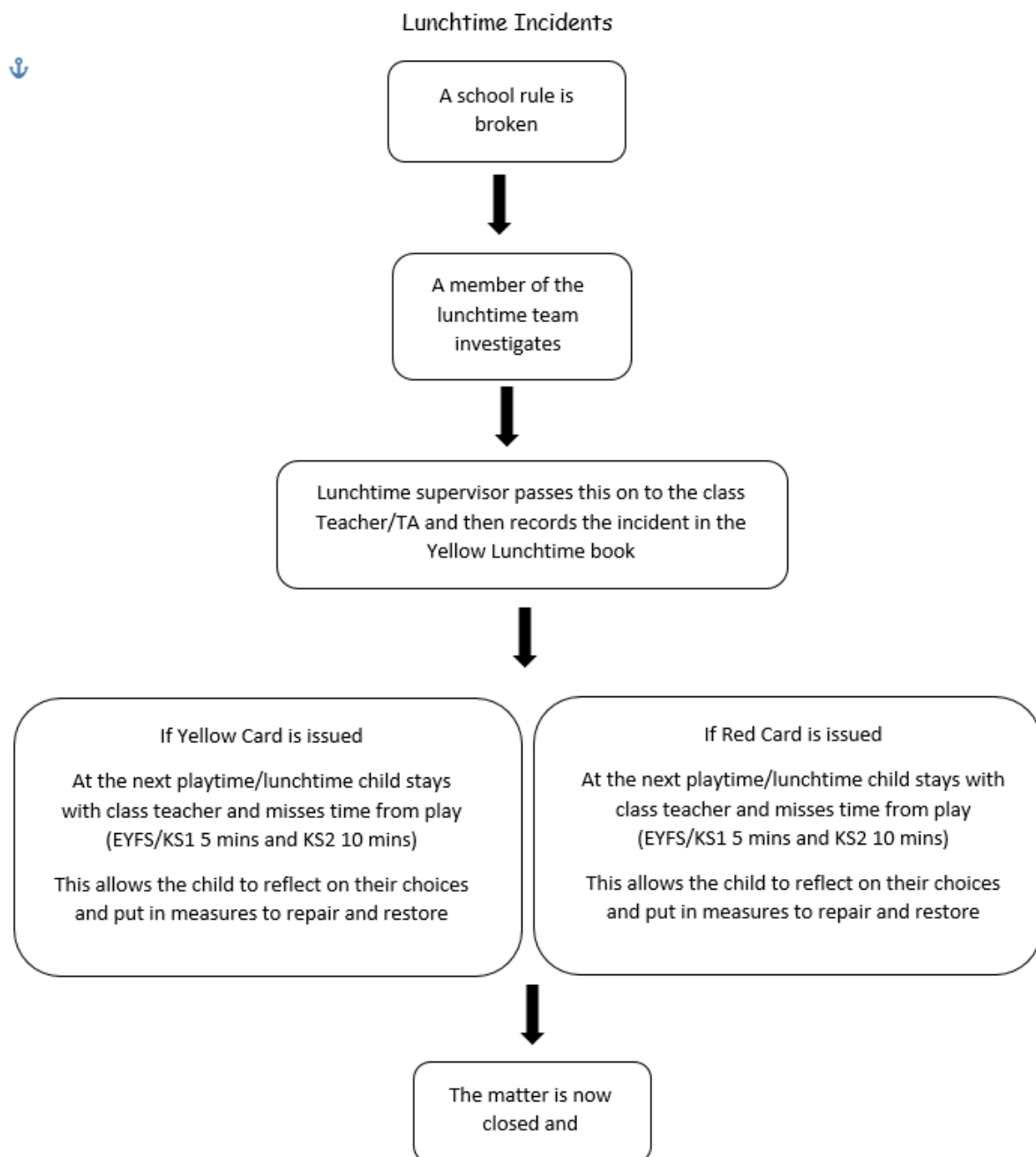
Lunchtimes

At lunchtimes the pupils are expected to follow the same three school rules. Lunchtime staff have high expectations of all pupils' behaviour in regards to entering and exiting the hall in a calm and orderly manner, using a table voice and showing good table manners.

On the playground there is again a high expectation for behaviour. Any behaviour that does not meet these expectations is first dealt with by a member of the lunchtime team and then passed on to the senior lunchtime supervisor to investigate further if needed. The lead lunchtime supervisor may decide to issue a Yellow Card Letter or take the child to a member of the SLT if it is decided that a Red Card Letter is needed.

At the end of each lunchtime each member of the lunchtime staff records any behaviour incidents in a book kept at the front of school. A member of SLT will check this book daily and then share, as needed, with staff and parents, following the steps laid out in this policy. All the incidents from the week are shared and discussed at the SLT weekly meeting along with incidents of red card letter behaviour.

The Nurture Team are on duty throughout lunchtime and are ready to support children with their behaviour or other issues such as friendship fallouts.



Restorative Work

Children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future, using a restorative approach and questioning. It is essential that children are allowed to start with "a clean slate" following incidents. This will restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous day should have been dealt with at that time and should not be allowed to affect the following day. However this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a child has been given an ongoing sanction due to their behaviour, need to have consequence time following a red or yellow card letter, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

Following any behaviour incidents we always make time for the staff and the child involved to meet to explore the incident, discuss positive behaviours and repair the relationship. Staff, led by the Designated Safeguarding Lead (DSL) team will also work closely with the family/carers of the child to ensure that there is appropriate support at school and at home.

Vulnerable Children and Children with Additional Needs

The school recognises Worcestershire LA's 'School Discipline and Behaviour Policies' Guidance for Schools as a major information source

The school recognises some pupils may have individual needs and in these cases the school behaviour policy cannot be applied in a 'blanket' way.

As a first step, in all cases, the school will establish reasonable expectations for an individual child. There are also extreme cases where a full range of sanctions may still need to be used. (See LA guidance 3.9.23/3.9.24).

Children with individual needs include those defined by Ofsted as 'at risk', including minority ethnic groups, travellers, asylum seekers, looked after children, young carers and children undergoing times of particular stress. Such children also include those with disabilities and/or SEN.

The Equality Act covers pupils whose physical or mental impairment has a long term and substantial effect on their ability to carry out normal day to day activities.

The school will, for pupils with individual needs:

- Have robust systems in place for the early identification of children with needs and make reasonable adjustments in applying the behaviour policy
- Make special provision for pupils with additional needs
- Identify 'at risk' pupils in advance wherever possible and ensure all staff that may come into contact are aware of individualised need and who to refer to if necessary
- That class teachers should be key people in promoting good links with home and act as a key reference point.
- Employ individual strategies to develop/encourage positive behaviour, for example:
 - Extra clarity for acceptable and unacceptable behaviour
 - Education of other children/staff (e.g. respecting cultural differences)
 - Modified applications of consequences (e.g. time out to do a 'repair and reconnect' activity)
 - Involvement of other support service
 - Behaviour support
 - Individual Behaviour Plans/ EHCPs

If a child with challenging behaviour has also been identified as having special educational needs then actions will be included in the SEND Individual Provision Map (IPM) and the child will be supported through the SEN process by the school SENDCo.

Additional support programmes

- Nurture Group - This offers support to children that have particular needs for example in relation to low self esteem, poor social skills or behaviour difficulties through activities and games that develop these areas.

- Support from the Learning Mentors - in class or in the Nurture room
- 'Protective Behaviours' - This programme delivered through the PSHE Jigsaw curriculum enables pupils to recognise their own feelings, to develop strategies to deal with these feelings and possible actions to take.
- Support from the Positive Behaviour Team
- Support from the Beacon Pupil Referral Unit
- Support from the school EP

Physical restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children. Please refer to the schools 'Positive Intervention' policy for further information.

Confiscation, banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present. A search of a pupil can only be authorised by the Head Teacher.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs

- stolen items
- knives
- weapons
- cigarettes
- pornographic material
- anything else perceived to pose a threat to pupils at the school
- fireworks

Recording incidents of challenging behaviour

Staff record all behaviour incidents on the schools online system 'My Concern'. This allows the Senior Leadership team to monitor behaviour over time, looking for potential patterns and monitoring numbers of Yellow and/or red cards issued.

Parents/Carers, along with the pupil will be asked to attend a meeting with the Senior Leadership Team once a pupil has received three red card letters.

Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Head Teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If the head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets

to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal. A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime inclusion or an internal exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Child on Child Abuse and Sexual Harassment

LHPSN has adopted a zero tolerance policy towards all forms of sexual harassment and child on child abuse. Please see the child on child abuse policy for further information.

Off site behaviour

The schools behaviour policy can be applied where an incident has occurred off site. For example when representing the school, such as on a school trip or on the way to or from school. The Senior Leadership Team may decide to apply behaviour consequences for off site or online behaviour that involves other members of the school community. For example if an LHPSN pupil has sent an inappropriate or unkind text message to another LHPSN pupil, the SLT may work with parents to apply consequences when the pupil returns to school. Decisions regarding this will be made on a case by case basis.

Anti Bullying Including cyber bullying

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and bring these to the attention of staff, parents and children.

This document has been informed by:

- Keeping Children Safe in Education 2021
- The Equality Act 2010
- Sexual Violence and Sexual Harassment between Children Sept 2021

Other policies to read alongside this policy

- The Safeguarding Policy
- The Exclusion Policy
- The Online Safety Policy
- The child on child abuse Policy
- The PSHEC/RSE Policy
- The Inclusion Policy

Introduction

DfE's guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

This policy outlines the school's views on bullying in line with the school's Behaviour Policy.

LHPSN offers a happy, open and inclusive environment where all children are valued. The development of maturity and self-esteem is central to our ethos as we believe that self-confident, valued and happy children learn best. For children to achieve their highest potential, they need to feel safe, secure and nurtured. Knowing that they have a voice and that it matters is crucial to all that we do.

Why do we need an anti-bullying policy?

At LHPSN we believe that every pupil has the right to learn in a supportive, caring and safe environment without fear of being bullied. The school strongly believes in the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. It is important therefore that the school has a clear written policy to promote

this belief, where both pupils and parents/carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

Definition of bullying

Bullying is a subjective experience that can take many forms, various national and international definitions of bullying exist and most of these have all three things in common which reflect children's experiences of bullying. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is usually repeated overtime.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying is not:

- Children falling out
- Children losing their temper
- Children pushing or hurting in a single event.

Bullying can occur through several types of anti-social behaviour. It can be;

Physical - a child can be physically punched, kicked, hit, spat at, etc

Verbal - Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality etc

Exclusion - A child can be bullied simply by being repeatedly excluded from discussions or activities, with those they believe to be their friends.

Damage to property or theft - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Electronic / 'cyberbullying' - via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices

The school recognises that although anyone can be bullied for almost any reason or differences, some children may be more vulnerable to bullying than others.

Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include:

- Bullying related to race, religion or culture.
- Bullying related to Special educational Needs (SEN) or disabilities.
- Bullying related to being of higher ability.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or others relating to home circumstances.
- Sexist, sexual or transphobic bullying.
- Derogatory language - relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partners)

As a school we will:

- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- Deliver the Jigsaw programme of study including opportunities for pupils to understand about different types of bullying and what they can do to respond or prevent bullying.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the school policy annually and identify its degree of success.
- Hold an annual Anti-bullying Week in school during National Anti-bullying week.
- Ensure school staff will continue to have a firm but fair discipline structure.
- Ensure the LHPSN school rules are simple, easy to understand and reflect our school values.
- Ensure the LHPSN school rules are embedded and acted upon by all staff and pupils.
- Lead assemblies to raise pupils' awareness of bullying and derogatory language including how to respond if this happens to them.

- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes regular reviews in class and assemblies of what a healthy friendship is.
- Encourage pupils to treat everyone with respect at all times.
- Ensure the LHPSN values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Ensure differences and diversity are celebrated across the school through diverse displays, books, images.
- Lead whole school events including Anti - Bullying and E safety week.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.
- Work with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate
- Monitor and record all incidents on My Concern.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone bullying at all in our school. Any incidents of bullying that do occur, will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter (**see Complaints Policy**). In all cases, the governing body notifies the Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the

effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Teachers keep their own records of all incidents that happen in their class, and any that they are aware of in the school (**see Behaviour Policy**) on the school's electronic safeguarding system My Concern. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a member of the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied. If staff suspect a child has been bullied, then, after consultation with the Headteacher, the teacher will inform the child's parents.

Staff record any incidents of bullying that occur both in and out of class, on My Concern. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it. When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and consequences for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and support is given to help them to change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation. In more

extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as Social Care.

Staff meeting sessions on behaviour and bullying equip teachers and support staff to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use stories, drama, role-play etc. within the curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Jigsaw PSHEC lessons are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents 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. If they are not satisfied with the response, they should contact the Key Stage Assistant Head and then, if still not satisfied with the response, the Deputy Headteacher and then the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, a copy of the policy is available to download from the school website or a paper copy can be collected from the school office. Parents are invited to tell us their views about a range of school issues, including bullying, in the annual school questionnaire. Parents have a responsibility to support the school's Anti-Bullying policy, actively encouraging their child to be a positive member of the school.

What parents can do if they believe that their child is being bullied

Parents are always asked to encourage their children to tell a teacher immediately that they have been upset. In turn parents are encouraged to discuss their concerns with school, initially the class teacher first. Senior Leaders will be informed that these conversations are taking place. Parents should attempt to discover names, times and frequency whenever possible so that school can carry out a full investigation by asking adults and children and by observing behaviours.

What advice would we give a parent?

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Find out how their day has gone, who they have spent their time with, how lunch was spent, etc.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back as this approach will not resolve the situation or be supported by school.
- Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are regularly reminded by their teachers and in assemblies about the adults they can talk to at home and school. Members of the nurture team are visible around school and on playgrounds for playtimes and lunchtimes, for the children to talk to.

What can pupils do if they are being bullied?

- Remember that silence is the bully's greatest weapon.
- Tell themselves that they do not deserve to be bullied and that it is wrong!
- Be proud of who they are. It is good to be an individual.
- Try not to show that they are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group. Say firmly: "NO." Walk confidently away. Go straight to a teacher or member of staff to inform them.
- Fighting back nearly always makes things worse. As a school, we do not encourage or condone this behaviour.
- Tell a trusted adult straight away. The pupils will get immediate support.

- All the staff in the school will take any concerns seriously and will know how to deal with bullies in a way which will end the bullying and will not make things worse for the child.

What can pupils do if they know someone who is being bullied?

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Responsible adults have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

What will happen once a concern of bullying has been raised?

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. Help and support will be given as is appropriate to both the victims and bullies. If any degree of bullying is identified, the following action will be taken;

To support the victim/s we will;

- Offer immediate opportunities to talk about the experience with the class teacher, support staff, learning mentors or any other adult the child may choose
- inform the victim's parents/guardians
- Offer continued support
- Apply one or more of the disciplinary steps described below to prevent further incidents

To discipline and support the bullies we will:

- Talk about what happened to discover why they became involved
- Inform the parents/carers of the bullies
- Continue to work with the bullies in order to address these prejudiced attitudes as far as possible

Further information on consequences can be found in our school [Behaviour Policy](#)

Steps of discipline

Bullies will be warned officially to stop. They may at this point receive a red card letter.

The parents/carers of bullies will be informed of all incidents.

Bullies may be excluded from the school premises at lunchtime and isolated during break times.

The school has the right to request that the bully be escorted to and from the premises

Persistent bullying may result in a fixed term exclusion up to 5 days

Permanent Exclusion may be considered at the discretion of the Headteacher

Monitoring, Evaluation and Review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

H. Williams

September 2021

Anti Cyber Bullying

Safeguarding

LHPSN fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young

people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Safeguarding Leads who have local contact details for PREVENT and Channel referrals.

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.

Cyber Bullying

This is sending or posting harmful or unkind text or images using the internet or other digital communication devices.

How we deal with Cyber Bullying at LHPSN

Staff report all incidents to a member of SLT 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.

All incidents will be followed in line with the school Bullying Policy and LA and DFE guidelines.

The seven Categories of Cyber Bullying

Text Message Bullying involves sending unwelcome texts that are upsetting, 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.

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 (Whatsapp, 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.

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 your Internet Service Provider 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.

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.

Advice for Children

- 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 like childline of the NSPCC: 0800 1111
- 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 cyberbullying.

For example, [UK safer internet centre](#) and www.wiredsafety.org have some useful tips:

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.

Email

- Never reply to unpleasant or unwanted emails.

- Don't accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, eg.abuse@hotmail.com.

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.
- Think carefully about what you write. Don't leave yourself open to online bullying

Remember - Always tell an adult

Information on consequences for children who engage in online bullying can be found in our school Behaviour Policy

The Senior Leadership Team may also decide to apply behaviour consequences for off site, online behaviour that involves other members of the school community. For example if an LHPSN pupil has sent an inappropriate or unkind text message to another LHPSN pupil, the SLT may work with parents to apply consequences when the pupil returns to school. Decisions regarding this will be made on a case by case basis.

H. Williams September 2022

H. Williams

July 2021

Appendix 1

Yellow and Red Card Behaviours

*Please note that this list is not exhaustive.

<p style="text-align: center;">Yellow Card Behaviours</p> <p>Issued by class teachers and/or the lead lunchtime supervisor</p>	<p style="text-align: center;">Red Card Behaviours</p> <p>Issued by a member of the SLT</p>
<p>Not following an instruction</p> <ul style="list-style-type: none"> - despite being asked more than once by an adult - Poor attitude to staff 	<p>Direct disrespect of staff</p> <ul style="list-style-type: none"> - Rude directly to staff - Swearing at staff - Physical action towards staff
<p>Has called another child a name following an argument, not including red card language</p>	<p>Swearing in context at another pupil including racist/homophobic/personal attack language</p>
<p>General falling out</p> <ul style="list-style-type: none"> - leaving others out - isolating 	<p>Actions that are disrespectful towards another pupil or adult</p> <ul style="list-style-type: none"> - two/one finger/s swearing
<p>Hurting another child in an isolated incident e.g.</p> <ul style="list-style-type: none"> - Has pushed once not resulting in further physical incident 	<p>Fighting resulting in being separated by staff and leaving marks on other pupils</p> <ul style="list-style-type: none"> - Biting leaving a mark - Spitting in a purposeful way
<p>Sporting activity getting out of hand</p> <ul style="list-style-type: none"> - Arguments over the rules resulting in a push or name calling 	<p>Sporting activity</p> <ul style="list-style-type: none"> - using red card language leading to punching/kicking leaving marks on each other
	<p>Any physical behaviour that leaves a mark on another child.</p> <ul style="list-style-type: none"> - not keeping hands/feet/objects to self

Appendix Two - Pupil Voice

Discussion with 10 yr6 pupils and Mrs Williams Summer Term 2021

Summary of a few key points:

The Golden Book

It's a good thing, if you're really proud of your work you get to go in the golden book and show your work off. It's good that you go to see the head teacher. Like going on the newsletter. I like it. It's not just your teacher praising you. It's good it is not awarded every day, it's like a treat reward. We don't do it too much which is a good thing because it's special.

SLT follow up: Golden Book kept in place

House Points

Not really being used anymore, we do get them for spellings. They are being underused. We like other rewards better like high 5 and golden tickets. We get them for homework. I do like them because I like the house point badge. The system is easy to cheat - you could put more on. We don't always know which term it is.

I don't like them - children can cheat. The badges are easy to get if you get loads.

SLT follow up: House points changed to physical tokens issued by staff so the number can be monitored

Yellow card letters

I think it's a good message because they won't want another one so they change their behaviour.

SLT follow up: Yellow card letters kept in place

Red card letters

They are good but sometimes it's not enough. They should also have to have another thing like miss their playtime. They should have a privilege taken away too. I think children should know what happens when they get to 3 red cards. The parents need to know about their behaviour.

SLT follow up: Red/Yellow Card system taken to Pupil Parliament and consequences for reflective time introduced.

SLT follow up: Red card letters kept in place. Parents now informed when child gets to 3 Red Cards

100% effort

We like this one - The teachers only choose the children who struggle with work and then get better. I don't have that badge because I have always been a good worker.

SLT follow up: 100% effort kept in place

Friendship

We like this one

A person could be super nice to their friends but then not as nice to other children. It's hard for the teachers to choose this one, they aren't at playtimes all the time. This should be voted on by the children or the lunchtime staff/TAs

SLT follow up: Shared with all staff. Children to now have an input into this award but with the class teacher/TA making the final decision

Enquirer

We have mixed feelings about this one.

I like that it's different. It's important because it's making sure you get involved in your learning. Even if you do ask loads of questions the teachers don't always choose the ones who do ask, they pick children who struggle. I have three badges for this but I don't feel I ask that many questions so I'm not sure why I got it.

SLT follow up: This award has been removed and replaced with the learning power award

What do you think behaviour is like at LHPSN?

*It's good, people tend to behave and if they don;t they get consequences.
It's very good. If you are really bad you get things taken away like privileges.
It's pretty good overall. If someone misbehaves they shouldn't get so many chances. If a teacher says it;s their last chance then it should be.*

Good for the most part but one child per year group who doesn't seem to get the message but that;s it.

It's really good, if you're naughty you get a consequence.

It is really good but when someone is mean or annoying it's most likely they will eventually get a consequence.

It's good. On the odd occasion of bad behaviour it happens at any school. It gets dealt with.

If there's been an argument, sometimes the teachers need to go into more detail and not just say 'ignore it and move on'

