

# Welwyn St Mary's Primary School

'Believe and Achieve'



## Positive Behaviour Policy (Including Anti-Bullying Policy)

This policy will be reviewed every 4 years unless there are changes to legislation

Date approved by staff: 13<sup>th</sup> March 2019

Date approved by Governors: 22<sup>nd</sup> May 2019

# Welwyn St Mary's Church of England Primary School

## Positive Behaviour Policy (including Anti-Bullying Policy)

At Welwyn St Mary's our school vision is 'Believe and Achieve' taken from St Matthew's gospel (chapter 19, verses 16-18). By this we believe in the teaching of Jesus so that all members of our community may flourish and be the best version of themselves. We also believe in others to enable their success and build up self-belief so that all can achieve.

We are committed to providing the best educational experiences for our pupils and to the pursuit of excellence in all aspects of our life and work. We aim to create a caring environment where each pupil believes in themselves and others. Our Christian values underpin every aspect of our school life and our intention is to encourage each of our pupils to develop, express and achieve their spiritual capabilities to the full. We believe that each member of the school community will be respected and encouraged to work and worship together in an atmosphere of security, trust and co-operation.

To support our aims and ethos, it is essential that our pupils attend school regularly, are motivated to believe that they can make choices to support a positive environment for all to learn and achieve. Our Positive Behaviour Policy establishes the agreed ways in which all members of the school community will contribute to the learning environment and the values our school upholds.

We have adopted the Hertfordshire Steps therapeutic approach to behaviour management. This approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

Staff are trained in level one 'Step on' training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Steps tutors and deliver the initial training and annual refresher training to our staff.

### **Expectations**

As a Church of England school, our values are rooted in the Christian faith and underpin every aspect of our school life. At the beginning of each school year, the new class and teacher discuss how the school expectations can be applied in their own classroom. These expectations, devised with the children, summarises the type of behaviour we all wish and expect to see at Welwyn St Mary's:

We are kind, helpful and polite to everyone in school.  
We always listen carefully and do our best.

We believe in ourselves and others and want to achieve to the best of our abilities.  
We respect and look after our own, other people's and school property.  
We behave in a safe way in the classroom and around the school.

Class expectations for behaviour are agreed together and displayed in the classroom.

Teachers will use their professional judgements in relation to negative choices to low level behaviours (*not following instructions, persistent low level behaviour, name calling, throwing things, shouting/calling out during teaching time, moving around the classroom without permission, talking when others are talking, being rude to peers*) and the consequences they feel are appropriate depending on the age and understanding of the child or children.

More serious negative choices which include showing disrespect, hurtful or harmful choices will be dealt with by the class teacher and in some cases a member of the Senior Leadership Team. There will be an investigation and discussion regarding what happened and what could have been done differently, with a suitable consequence which will include making amends and asking for forgiveness.

Consequences for negative choices must either be protective or educational.

Protective consequences are actions to ensure no further harm occurs in the short term.

- Discussions with the class teacher and SLT
- Increased staff ratio, where applicable
- Limited access to outside space - alternative provision must be provided. Access to alternative playtimes and attending The Den at lunchtimes.
- Support in social situations
- Differentiated teaching space
- Exclusion

Educational consequences are the learning, rehearsing or teaching so the freedom can be returned.

- Completing tasks in 'Catch up time'
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings, reconciliation and forgiveness

It is essential that there is always an educational consequence. We must be able to show how we have helped our pupils develop and achieve new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Children are supported by an adult with the educational consequences. These activities can be completed during 'Catch Up' time which can be playtimes/lunchtimes or during Golden Time.

## **Celebrating Success**

When pupils are engaged and learning we need to 'catch them getting it right' through specific praise, and celebration. Learners should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates success in behaviour as well as in learning. Our other rewards include:

- **Public and private praise**
- **Golden time**
- **House points**
- **Achievements recognised by another member of staff. Achievements shared with parents**
- **Individual and whole class agreed reward systems**
- **Badge Awards and Values Cup**
- **Golden Book and awards**
- **Golden Table**

## **Promoting positive behaviour**

At Welwyn St Mary's Primary School we all place a high emphasis on positive behaviour. The behaviour and social development of our pupils is central to their ability to access and interact with the wider community, their continued development and the quality of their lives. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear Christian values and principles through;

- teaching right from wrong
- honesty
- respect for others
- getting on with people and establishing positive relationships
- internal-discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- praise
- being inclusive

Positive experiences create positive feelings. Positive feelings create positive behaviour. Negative experiences create negative feelings. Negative feelings create negative behaviour.  
(Hertfordshire Steps, 2016)

External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe, as per our vision, that children 'learn behaviour' and make positive

behaviour choices through;

- Relationships with adults and peers

- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness

Our behaviour approach covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, the school follows a number of principles:

- Staff should always speak to children respectfully and calmly - reducing conflict and leading by example.
- Staff should help children and always try to reduce conflict, not do anything that may escalate it.
- The importance of using a calm stance and de-escalation script\* in a conflict situation.
- Recovery time should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a foreseeable risk that they may behave in a way that will cause harm to themselves, others or property.
- The importance of handling children in a safe way (see appendix 2 - Positive Handling policy).
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them.

\*De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

### **Planned Responses to Escalating Behaviours.**

When positive behaviour is not being demonstrated we believe, as per our vision, that it is essential to have a consistent approach that allows children to reflect upon their choices and take steps to make positive behaviour choices. Classrooms and areas of school have 'time to reflect' areas where children are given time to cool down and reflect. After this the children are able to repair and restore the situation.

### **Additional consequences**

Some behaviours exhibited can be more challenging. Our response to harmful behaviour should be set in the context of Hertfordshire Steps cool down, repair, reflect and restore. Responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences
- Educational consequences

To facilitate change, behaviour needs to be understood rather than suppressed (Hertfordshire Steps), the Hertfordshire Steps Roots and Fruits and Anxiety Mapping may be used to help adults consider the underlying causes of behaviour choices. Please see Steps tutors for more information.

### **More significant incidents**

In the event of a more significant playground/classroom incident, the following consequences may be used;

- Use of de-escalation script
- Exit from playground/classroom
- Incident is recorded
- Educational consequences
- Time to Reflect (appendix 4) to be completed and reviewed with a member of staff
- Repair, reflect, restore discussed with a member of staff
- Playground exclusion
- Internal exclusion
- Fixed Term Exclusion

### **Any Discrimination (by race, gender, sexual orientation or of any group)**

In the event of an incident regarded as discrimination, racial abuse or gender abuse, the following consequences may be used;

- Incident recorded
- Time to Reflect to be completed and reviewed with a member of staff
- Repair, reflect, restore discussed with a member of staff and children involved
- Incidents involving discrimination must also be recorded in the discrimination file kept in the School Office, along with the actions taken
- Parents of both parties always informed about the incident
- Fixed term exclusion

### **Violence and Physical Aggression**

The following consequences may be used age appropriately;

- Removal from the situation
- Time to Reflect to be completed and reviewed with an adult
- Repair, reflect, restore discussed with an adult
- Parent / Carer notified,
- Recorded
- Internal exclusion
- Fixed Term Exclusion

In the event of a child struggling to manage positively in school and has a number of repeated serious incidents a behaviour plan may be written in conjunction with external professionals and parents.

### **Behaviour Plans**

Learners who may need a behaviour plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens and to ensure the safety of other children and adults
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages, before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create positive feelings and positive feelings create positive behaviour" (Hertfordshire Steps Behaviour Management 2016)

### **Fixed-term and permanent exclusions**

Only the headteacher has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. County exclusion policy is followed.

In the event of discrimination being established, the child may be given an internal exclusion in the first instance, depending on the nature of the comment and the age of the child. An external exclusion may follow if it happens again.

**Bullying** - see Appendix 1 for Anti-Bullying Policy

### **Parents/families**

Our relationship with parents is particularly important in promoting the development of good behaviour. We keep parents informed about school activities through newsletters and parentmail. Parents are encouraged to discuss any concerns with their child's teacher or the headteacher. We also keep parents informed regularly about their child's behaviour through reports, consultation meetings and informal contacts.

### **Agencies**

Full use is made of external support agencies.

### **Review of Policy**

Evaluation of the effectiveness of this policy will be continuous. Regular staff meetings and meetings of the headteacher with MSAs and classroom assistants aim to address staff concerns and highlight successes. Circle time and curriculum opportunities through PSHCE

and School Council will involve pupils in sustaining, monitoring and evaluating policy effectiveness.

## Appendix 1

# Anti bullying Policy

## **BULLYING IS NOT TOLERATED AT WELWYN ST MARY'S.**

Incidents of bullying must be distinguished from random acts of aggression and from minor friendship disputes.

These procedures are to be read in conjunction with Welwyn St Mary's anti-discriminatory procedures (Appendix 6).

At Welwyn St. Mary's children, staff, governors and parents have agreed upon the following criteria to define bullying:

Bullying is hurtful or unkind behaviour which is deliberate or repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying **Several Times On Purpose**.

The nature of bullying can be -

**Physical** - such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.

**Attacking property** - such as damaging stealing or hiding someone's possessions.

**Verbal** - such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.

**Psychological** - such as deliberately excluding or ignoring people

**Cyber** - such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- Race
- Religion or belief
- Culture or class
- Gender
- Sexual Orientation
- Gender identity
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people (Young Carers)
- Jealousy



No form of bullying will be tolerated and all incidents will be taken seriously.

Through our Positive Behaviour Policy we aim to encourage, reinforce and praise positive behaviour, thus creating an ethos where bullying is seen as totally unacceptable. We believe prevention is better than cure and expect all members of Welwyn St. Mary's to work together to create an environment where antisocial behaviour towards others is eradicated and where children have the confidence to believe in themselves, be assertive and achieve the outcomes that support all those involved in a positive way.

## **Reporting Bullying**

**Pupils who are being bullied:** If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher - such as a class teacher
- Tell an adult at home
- Report to a peer mediator
- Report to other school staff [ Teaching assistants, lunch time supervisor]
- Call ChildLine to speak with someone in confidence on 0800 1111

## **Reporting - roles and responsibilities**

**Staff:** All school staff, both teaching and non-teaching (for example midday supervisors, site manager, admin staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a relevant member of the Senior Leadership Team.

**Senior staff:** The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, Sam Branch, is the Senior Leader responsible for anti-bullying.

**Parents and Carers:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

**Pupils:** Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They are encouraged not to be bystanders to incidents of bullying. If pupils witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

## **Responding to bullying**

Once bullying has been established (see appendix Factors to help determine if incident constitutes bullying), the following actions will be taken:

- Staff will record the bullying on an incident reporting form (appendix 7) and also record the incident centrally in the school log (school office). This will involve hearing both parties
- Support will be offered to those who are the target of bullying from key adults in school, through the use of restorative justice or other programmes. This may involve both parties working directly together
- Staff will pro-actively respond to the bully, who may require support. They will discuss, with the class teacher of the other child involved to devise a plan of action/support, where applicable. The bully and any of his or her supporters may be brought together with or without parental approval.
- Staff will inform parents and carers, and involve them with any plans of action/support
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside school.
- Staff will monitor incident reporting forms and information recorded analysing and evaluating the results
- Headteacher will produce termly reports summarising the information, which will be reported to the governing body

## **Bullying outside school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded on a Time to Reflect sheet and monitored on the behaviour database and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as incident logs (appendix 5) and placed in pupil's individual file.

## **Prejudice-based incidents – see appendix 6**

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are

taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Whole-school and year group assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events such as Anti-bullying week, Black History Month and Feel Good week, Celebrating Diversity week.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school
- Peer Mediating programmes offer support to all pupils including those who may not have been the target of bullying
- Restorative justice exercises provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school wide anti bullying initiatives through consultation with groups (School Council, Worship Group, Pupil Voice, Peer Mediators)
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

## **Training**

The headteacher is responsible for ensuring that all school staff, both teaching and nonteaching receive regular training on all aspects of the anti-bullying policy.

## **Monitoring and reviewing**

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 4 years, in consultation with the whole school community including staff, students, parents and carers and governors.

Date of last review/approved by staff:

Head teacher signed:

Approved by governors:

Chair of Governors signed:

Appendix 2:

## **POSITIVE HANDLING POLICY**

Staff have agreed to follow the principles of Hertfordshire Steps regarding handling children in school. These are as follows:

### **Guiding and Escorting**

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary, along with an explanation of the reasons for it and what other strategies had been tried first.

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance - 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go. Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

### **Restrictive Physical Intervention (RPI):**

Very occasionally situations may occur where a child needs to be positively handled to prevent themselves or others from serious harm. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Hertfordshire Steps Team.

There may be occasions where they need to use restraint, e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary.

Following an incident such as this, a risk assessment needs to be carried out and further training given. Children that require RPI will have individual risk assessments and behaviour plans.

Appendix 3:

## **TOUCH POLICY**

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

### **Why Do We Use Touch?**

We may need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing and so on. At other times it may be appropriate to hug a child to offer comfort or reward.

### **How Do We Use Touch?**

#### **Hugging**

At this school, staff may use touch for comfort or reward for the child. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

#### **Hand-Holding**

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. It is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

#### **Lap-Sitting**

If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you.

At times, children may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen after an accident or serious incident, please ensure that you have informed a senior member of staff.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

# Time to reflect

What happened?

Which rule was broken?

Who was involved?

Who was upset/hurt?

What do you need to do to make it better?

What will you do differently next time?

Name..... Date.....

Appendix 4

**Please complete when an incident has happened:**

**Subject:** Literacy  Maths  Science  History/Geography   
 Art/DT  PE  RE  PSHCE  GT

Other (please specify) .....

**Time:** Before morning play  Morning play  Before lunch   
 Lunch  13:15-14:15  14:15-15:20

Other (please specify) .....

**What was the incident?**

Disrespectful to adult	
Disrespectful to child	
Disruption to class	
Disruption to teaching	
Fighting	
Hurting	
Name calling	
Swearing	
Discriminatory incident	

**Action**

**Notes** (discussion with child/any other details etc.)

**Parents informed**  **SLT informed**

**Discussion and form completed by**.....**Date**.....

Appendix 5

## Welwyn St Mary's Primary School Incident Log

<b>Date</b>		<b>Reporting adult</b>	
<b>Name of pupil</b>			<b>Class</b>

<b><u>What happened?</u></b>
<b><u>Actions</u></b>

**Signature** ..... **Date** .....

Appendix 6

## **Anti-discrimination procedures**

Discrimination is not tolerated at Welwyn St Mary's Primary School.

These procedures are to be read in conjunction with Welwyn St Mary's Equalities Scheme annex C.

### **Definition**

A discriminatory incident is any incident which is perceived to be discriminatory by the victim or any other person.

### **General**

- All forms of discriminatory behaviour should and must be dealt with as a serious matter.
- Lack of intent does not excuse behaviour. Unintentional harassment should also be dealt with as a serious matter.
- A 'victim' does not have to be present or targeted for an incident of discriminatory behaviour to have occurred.
- Harassment includes 'subtle' behaviour such as isolation, ignoring, teasing and negative body language.
- All incidents of discriminatory behaviour should be challenged, including that of adults, not to respond may be seen to condone the behaviour and may result in serious incidents of retaliation.

### **Responding to Discriminatory Incidents**

Members of staff should apply the race and ethnicity equality policy consistently.

The perception of the person who has experienced harassment should be given priority.

The children should be initially spoken to individually. On some occasions, at a later stage, it may be appropriate to have a discussion of what happened and for each to share their feelings.

### **Procedure**

#### The Victim

- Give the victim an immediate, sensitive and supportive response to the incident.
- Take their complaint seriously.



### **Person initially dealing with incident**

- Allow a full expression of feelings.
- Find out what happened, at least in general terms.
- Agrees with the individual(s) what will happen next and/or when you will talk to them.
- Refer to Headteacher.

### **Head (or member of Leadership Team in Head's absence)**

- Inform the parents of the child/children involved.
- Keep the victim informed throughout the process.
- Ensure that they know that you have dealt with the matter seriously.
- Report back to parents on the outcome of the investigation.
- Consider what further support/counselling may be needed and can be afforded beyond the specific incident.

### The Offender

#### **Person dealing with the incident:**

- Finds out what happened, at least in general terms.
- Makes known to them the complaint and asks for their response.
- Agrees with the individual(s) what will happen next and/or when you will next talk to them.
- Speaks to all those who may have witnessed the incident and asks them to give an account of what they personally saw and heard.
- Refer to Headteacher

### The Head

- Record incident in the "Discriminatory Incident File" housed in the School Office.

#### ***If it is clear that the complaint is upheld (including where it was unintentional):***

- Define the unacceptable behaviour and explain to the offender why it is unacceptable.
- State clearly what change in behaviour you expect. Check the offender understands what you have explained.
- Agree what the offender is going to do, to re-dress the situation.
- Parents of the offender(s) involved to be informed of the situation.
- If appropriate/necessary notify the parents in writing of the school's expectations and possible consequences if the behaviour is repeated.
- Internal exclusion followed by external exclusion if repeated.

No child will be deemed 'guilty' on the uncorroborated word of another child. However, all incidents must still be recorded and the report sent to the Headteacher.

### **The broader school community**

Ensure that the seriousness and unacceptability of any incident is communicated to all who have knowledge of it.

Ensure that the children more broadly involved in incidents, e.g. bystanders or witnesses, are actively involved in understanding:

- what has happened.
- their responsibility.
- their feelings about the incident.

This is often best dealt with through circle time. Remember, when issues of this nature are being dealt with by a class, individual's names are not used. It is the behaviour which we are rejecting not the child.

### **Unintentional Discriminatory Comments**

Definition: Curious comments, questions or observations made or asked by a child which were not meant to be hurtful, but may be perceived to be discriminatory by another person.

Action:

- Discuss issue with all parties involved.
- Discuss with parents of both parties.
- Inform the Headteacher.
- Record incident in the 'Discriminatory Incident File' housed in the school office.

### **Reporting**

The school's Discriminatory Incident File should be used for the reporting of all discriminatory incidents.

The Headteacher will monitor the number and type of incidents every term and submit details in their report to *Governors*, for discussion and action where appropriate.

March 2019

**Investigation into a hurtful or prejudice related incident or allegation of bullying**

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

## Appendix 8

### 1. Focus of Bullying/Harassment

#### **Factors to help determine if incident constitutes bullying**

- Incident was bullying (all 3 amber warnings confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
  
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - Other \_\_\_\_\_

#### The definition of a prejudice related incident

**A prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

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**Focus of Bullying/Hurtful Behaviour**

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		