



## Behaviour and Anti-Bullying Policy

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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Aims and Values as a Church of England School, with a particular focus on the promotion of equality.

### Rationale and Behaviour Principles Statement

The policy provides a framework within which pupils understand what ‘appropriate behaviour’ is and effectively prevents and tackles bullying. As such it creates a safe and disciplined environment where children are able to learn and fulfil their potential. It reinforces our Christian foundation that values everyone and promotes the commandment to love one another. In this way it provides for equal and fair treatment of every individual irrespective of all PSED (Public Sector Equality Duty) characteristics. We believe that every member of our school community has a right to feel valued, happy and safe. Any behaviour, including bullying, that infringes these rights will be challenged. We have a duty to remove any factor that might represent a hindrance to a child’s fulfilment – physically, academically, socially, morally and spiritually. We believe self-discipline and personal responsibility will promote an effective learning environment.

The DfE ‘Preventing and tackling bullying’ advice (July 2017) states, ‘Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.’ This school will not tolerate bullying in any form whether between children; adults and children; or between adults. Although this policy is primarily aimed to support children, there are references to exceptional situations to ensure the safety and well-being of staff and adults alike. To demonstrate the school’s commitment to this ‘zero-tolerance’ policy, the Governing Body has signed up to the national anti-bullying charter to guide this policy.

A calm and orderly school is essential for learning and high standards of behaviour are required of every pupil and every member of the school community. In order to maintain the standards set, it is important that home and school work together and that standards of discipline are supported by parents.

By adhering to the Behaviour Code, pupils are being encouraged to take responsibility for their own actions and thereby receive opportunities to develop self-esteem, self-discipline and be part of an environment in which positive behaviour contributes to effective learning. It is a key part of the Positive Behaviour Policy, that every child is rewarded and recognised for their unique talents and that we value their special contribution to our school community.

This policy was written in adherence to the following Acts, Regulations and Guidance:

- The Education and Inspections Act 2006 (Section 89... have measures to encourage good behaviour and prevent all forms of bullying amongst pupils).
- The Education (Independent School Standards) Regulations 2014 (...to ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy)

- The Equality Act 2010 (...A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED) and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; foster good relations between people who share a protected characteristic and people who do not share it.
- Part 3 of the Children and Families Act 2014 (...ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.)
- Keeping Children Safe in Education (2016)

The Steer Report (2009) pointed out 'Schools have the power to exercise discipline beyond the school gates and this should be clearly stated in the school behaviour policy and in the home-school agreement. As part of the regular review of the school behaviour policy, schools should remind pupils and parents that this power exists. Schools should also work with wider partners, such as their Safer School Partnership officer or local Police Community Support Officer to ensure that there is good behaviour on the way to and from school and to tackle inappropriate behaviour outside the school gate'. We therefore will work with all members of the school community with wider partnerships to eliminate bullying and poor behaviour both within school and beyond the school gate.

### **Aims: Behaviour, Discipline and Anti-Bullying**

- To be an inclusive community that welcomes all and reveres and respects all members of the diverse community as individuals who are known and loved by God
- To provide a safe environment and consistently appropriate behaviour that seeks to ensure the safety and happiness of pupils, staff and adults who work in school to enable effective learning
- To maintain high expectations of all behaviour from everyone (including learning behaviour)
- To encourage high self-esteem by recognising the potential of each individual, demonstrating self-confidence and self-discipline in a variety of social contexts
- To be conversant with and adhere to the school code of behaviour where pupils take responsibility for their own actions according to their age and maturity
- To establish patterns of good behaviour which are reflected in their attitudes, actions and responses
- To develop respectful, considerate and courteous behaviour so that the children relate well to each other and adults
- To create culture that doesn't tolerate any bullying and provides for easy reporting
- To promote awareness that everyone has a role to play in the prevention of unkind and bullying behaviour and raise awareness and promote understanding of what bullying is and its particular forms
- To react to behavioural and bullying incidents in a reasonable, proportionate and considered way
- To safeguard the pupil (or adult) who has experienced bullying and trigger sources of support
- To ensure that Children (and adults) have a voice and that they know they will be listened to
- To prepare each child for positive participation in the world community, develop their understanding of what makes a good global citizen and nurture a commitment of care
- To develop and nurture a positive spiritual and moral framework; a commitment to care and an understanding of 'right and wrong'
- To be known as an effective, caring school

### **Behaviour Code and School Rules**

Teachers may 'convert' these rules into appropriate class charters with language appropriate for their children to understand the main messages.

1. Follow instructions the first time
2. Keep my hands, feet and objects to myself
3. Move quietly in, out or around the building
4. Respect myself, other people and their property.

All staff will expect only the highest standards of behaviour from everyone. If a child should forget one of our expectations, a positive behaviour cue is often very effective in reinforcing their own perception of what these high expectations are and believing that these high expectations are the 'norm'. For example:

- a) Because you want to be helpful, please go and...
- b) I am amazed. That isn't like you to...
- c) Show me what you normally do when you...

It is important that all members of staff hand out rewards for good behaviour as well as good work. Or, if the need arises, pass on sanction penalties through their class teacher.

The Internet and ICT Safety Policy also contains clear guidelines on the pupils expected behaviour and the Child Protection Policy includes the latest guidance on allegations made against staff – including false or malicious allegations.

It is important that through Quality First Teaching, children's needs are met. Where staff are dealing with on-going behaviour that falls short of the expected norms, they will discuss this with senior members of staff, parents and the Inclusion Leader to determine its cause. If there are any 'safeguarding' concerns then the school's Child Protection Policy will be followed.

### Pupil Rewards

Reception	Y1/2	Juniors
<ol style="list-style-type: none"> <li>1. Immediate sticker rewards</li> <li>2. Name on 'Sun' (all children start on the Sun)</li> <li>3. Go to Deputy Headteacher for praise and collect a merit sticker</li> <li>4. Go to Headteacher for praise and collect a sticker – names read out at Collective celebration Assembly</li> </ol>	<ol style="list-style-type: none"> <li>1. Immediate sticker rewards</li> <li>2. Traffic light reward system</li> <li>3. Go to Deputy Headteacher for praise and collect a merit sticker</li> <li>4. Go to Headteacher for praise and collect a sticker – names read out at Collective celebration Assembly</li> </ol>	<ol style="list-style-type: none"> <li>1. Combination of individual and group rewards – discussed with children in individual classes</li> <li>2. When achieved 10 house points will receive certificate from Headteacher. [Special additional certificates for 50, 100, 150]</li> </ol>

Rewards are key to motivating children and for Infants, instant rewards are important. When children go to Headteacher for praise, their names are put in 'Good Work' book and this is read out at during Celebration Collective Worship. During this assembly, a 'Learner of the Week' is chosen by each class and the teacher explains why. This celebration is shared with parents. Sometimes, classes (particularly in KS1) also use additional 'class rewards' where the teacher feels this will support whole-class achievement. House point totals are run over an 'old term' i.e. Autumn, Spring and Summer terms and the House point cup presented at the end of each term.

### Pupil Sanctions

Reception	Year 1 and Year 2	Year 3, 4, 5, 6
1. Verbal warning	1. Verbal warning	1. Verbal warning
2. Move from Sun to Cloud – can move back to Sun if change behaviour	2. Class based reward chart	2. Isolated / moved
3. If still misbehave – move to rain cloud and miss 5 minutes playtime	3. Final reminder and miss 5 minutes of play	3. Miss playtime (sitting outside Head's Office – reinforcement of rules from a Senior Leader)
4. Sent to Head of Key Phase. Teacher to inform parents.	4. Sent to Head of Key Phase. Teacher to inform parents.	4. Sent to Head of KS2. If repeated behaviour, informal discussion with parents.
5. Sent to Deputy Head. Formal discussion with parents.	5. Sent to Deputy Head. Formal discussion with parents.	5. Sent to Head Teacher and parents informed
6. Sent to Head Teacher	6. Sent to Head Teacher	6. In exceptional circumstances, formal meeting with parents to discuss next steps.
7. In exceptional circumstances, formal meeting with parents	7. In exceptional circumstances, formal meeting with parents	

The above sanction steps begin anew each day except in circumstances where poor behaviour is on-going. However, where children present on-going behavioural difficulties, parents will be consulted by class teacher to identify any possible causes and a plan may be put in place in collaboration with Head of Key Phase and/or Headteacher.

A 'fast-track system' will apply to those children involved in any violence or verbal abuse to either other children or members of staff. These children will be sent straight to the Headteacher.

There is a general expectation that all children will complete work set during class time which has been differentiated for their age and ability. Children who fail to complete 'work set' may be sent to a 'supervised area' to finish it.

If a child's behaviour gives persistent cause for concern the parents will be contacted and consulted so that together, parents and teachers can take action that will help the child. In extreme cases it may be necessary to bring into force the local education authority's suspension/exclusion procedure.

The above sanction steps will apply generally to all situations; however, exceptions may occur due to a particular mix of circumstances. Some children with specific needs may require an individualised approach to be agreed with child / parents / SENCO / teacher / Headteacher as appropriate.

### **Safe Touch Handling**

In order to keep your child, other children and staff safe, trained staff may use Safe Touch training to deal with behaviour issues in exceptional cases of disruptive behaviour. Where children need Safe Touch Handling on a more consistent basis, this will be discussed with outside agencies and incorporated into their Individual Plan if appropriate. All incidents of force or restraint will be logged with the Head Teacher and reported to parents.

### **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Where a confiscated item can be kept and returned to the child or their parents this will be done.
- Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies' – which also contains guidance on how a search should be conducted. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

As per our ICT and Internet Safety Policy we will confiscate mobile phones and leave them in the school office for parental collection, where the mobile phone agreement has not been adhered to.

### **Visiting Adults: Supply Teacher**

In the event of a supply teacher being used, wherever possible the Head Teacher or Deputy Head will welcome them to the class, expectations of behaviour will be reinforced with the children.

### **Visiting Adults: Parents**

In the event of a distressed or angry parent, the following guideline procedure should be adopted.

1. Try to diffuse situation and suggest talking to Head Teacher
2. Remove any children away from the situation
3. If parent refused to leave, send someone to find Head Teacher or Deputy Headteacher

### **Pupils' Conduct Outside The School Gates**

Teachers have a statutory power to discipline pupils who misbehave outside of the school premises to such extent as is reasonable. Where there is non-criminal bad behaviour and / or bullying which occurs anywhere off the school

premises and which is witnessed by a staff member or reported to the school, the Head Teacher will discuss the incident with the child involved and determine the sanctions as set out above. Parents will always be informed.

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

### **Peaceful Problem-Solving Process and Emotion Coaching (Trauma attachment awareness)**

To support our Positive Behaviour Policy, the peaceful problem-solving process is being used in school to enable children to reflect on problems that may arise and how to solve them to enable an outcome that is: fair, safe and creates happy feelings for all parties involved. Alongside this approach, staff will be developing Emotion Coaching to enable children to label emotions and staff will be encouraged to pose questions that start, 'I wonder if they are feeling...?' Staff will then act as co-regulating adults, remaining calm and thereby helping the child / children involved to become calm and think rationally about what the problem might be and how it can be resolved.

### **Malicious accusations against staff:**

Where a child falsely accuses a member of staff of inappropriate behaviour the following actions will be taken at the very least (though they may also be dependent on previous actions already carried out and who may have been involved up to that point e.g. External agencies (see Child Protection Policy) or professional associations:

- The course of action will be discussed between the staff member, any professional associations and the Chair of Governors and Chair of Personnel (Where necessary, any other persons or organisations that have been involved)
- Parents will be asked to come into school to discuss the situation with the Head Teacher and the member of staff concerned (with their representative if necessary)
- A verbal and written apology is made to the member of staff in front of parents and all concerned;
- A record is made in the child's personal file and signed by the parent.

### **Anti-Bullying: What is bullying?** (Based on 'Preventing and tackling bullying' (2017))

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as 'banter' it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

## Anti-Bullying Guidelines

- We will raise awareness of what bullying is and how we prevent it through:
  - Regular whole-school reminders e.g.: Class Teachers reminding children at the start of a new school year how to talk to them confidentially about any problems – including bullying - and reminding them of ‘Worry Box’ system and School Council presentations
  - Annual review of this Policy
  - Curriculum class activities using SEAL material (‘Say No to Bullying’)
  - Advice shared with all members of the school community
  - Work with Buddies in Year 5
  - ‘Blue Hat’ children enhance the anti-bullying message
- Staff will be particularly proactive and vigilant where ‘vulnerable’ pupils are concerned. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or already suffering from – bullying. Children being bullied may also demonstrate emotional and behavioural problems, physical problems or signs of depression
- We will create effective learning environments where pupils will develop confidence and skills to prevent bullying. These environments: value children’s contributions; make them feel secure and able to contribute; challenge stereotypical views and support the development of viewing difference positively; support children to take responsibility for their actions both in school and the wider community; challenge any form of bullying and harassment; develop children’s social and emotional skills
- Transition stages from one Key Stage to another and particularly Y6 to Y7 will be carefully planned to maximise children’s welfare
- The curriculum will be planned to embed anti-bullying knowledge, skills and understanding through PSHCE and supported by SEAL as part of our National Healthy Schools accreditation
- The Curriculum will develop a ‘commitment to care’ where everyone understands they have a role in the prevention of unkind and bullying behaviour
- Where a member of staff is a victim of bullying they should contact the Head Teacher and they can also contact their Trade Union or Professional Association for support and advice.
- The vast majority of bullying incidents can be handled by the school. However, if serious assault or injury occurs as a result of bullying, the police should be involved and the provisions of the Policy for Child Protection and Safeguarding should be followed.
- Schools are not directly responsible for bullying off their premises. However, a Court has ruled that the school has a duty of care to take steps to combat harmful behaviour outside the school. [Leah Bradford-Smart v. West Sussex County Council]. This has been supported by the Steer Report (2009) and reiterated in DFE Guidance 2016 [Behaviour and Discipline in Schools]. Where a child reports bullying off the school premises a range of steps may be taken: Talk with the local police / seek police presence in trouble spots; Talk to transport company if buses / trains involved; Talk to head of another school whose pupils are bullying; Map safe routes to school and tell children about them; talk to pupils about how to avoid or handle bullying outside the school premises; use internal Positive Behaviour Policy / Anti-Bullying Policy, if perpetrators from our own school community

### Bullying: Strategies for victims

1. Any member of staff with a concern (either directly or referred to them), will raise that concern with the Head or Deputy Head in the Head’s absence.
2. The named child will be entered in the school’s “At Risk File”. The “At Risk File” will be kept in the school office and reviewed termly by the Headteacher.
3. Closely monitor and review, as appropriate, named children
4. Where it is appropriate and possible, use a ‘named champion’ to stand up for and look out for any ‘victim’ of unkind behaviour
5. Log incidents and classroom behaviour which may give cause for concern
6. Provide opportunities in school for confidence building and time, when appropriate, to share feelings and concerns including some form of worry book / box system in each class.
7. Maintain close regular liaison with parents of children who are a cause for concern and finally after a term, confirm with them that the situation has been resolved
8. Actively promote the policy and keep it high profile through PSHCE programmes, drama assemblies, etc.

9. Where children seem to be needing a lot of attention / seeking attention through constant raising of problems, staff may also seek help of support staff/ Head Teacher to spend more time to discuss these problems with the child and avoid any notion of tale-telling.
10. Where an identified incidence of bullying has occurred – the Head Teacher will lead the process of following the ‘Problem Solving Approach’ as outlined in the Church of England’s guidance ‘Valuing all God’s Children [p.33]’

### **Bullying: Strategies for dealing with children who bully**

1. In cases of alleged or suspected bullying inform relevant staff and monitor closely
2. Inform the class teacher and investigate any recent relevant behaviour and attitude
3. Talk with the child to discover the facts of each incident using open-ended questions and taking care to avoid an accusatory approach
4. Monitoring should begin once an incident of alleged bullying has occurred. A log of all incidents will be kept by the Headteacher
5. Should a pattern of inappropriate behaviour emerge, the parents / carers will be informed and involved as appropriate to the situation or allegation
6. Appropriate action will be taken following any identified incidents of bullying.
7. Seek to modify behaviour using relevant resources. Suggest positive strategies for modifying behaviour and negotiate achievable goals
8. Continue to monitor and maintain close liaison with parents of children who are a cause for concern.
9. If the behaviour continues, consultations should take place with parents and outside agencies

### **Bullying: Lunchtime Supervision**

1. Head Teacher or Head of Key Stage who is monitoring the person at risk, informs S.M.S.A.s of children to be monitored. Any incidents of bullying behaviour must be reported to the Headteacher, Deputy Headteacher or Head of Juniors
2. S.M.S.A.s will be deployed in appropriate places for supervision of all children
3. Children’s complaints, whether referring to themselves or others, must be taken seriously by all adults with whom the children have contact in school.

### **Monitoring of Bullying and Behaviour**

The overall effectiveness of this policy will be reviewed each year and the policy revised, if necessary. Monitoring to inform this review will take place through:

- The Head Teacher will be responsible for monitoring the progress of any action taken to prevent bullying. This will be recorded and updated when appropriate. Once the situation seems to be resolved the Head Teacher will contact the parents concerned. If they agree, the child is ‘signed off’ in the ‘At Risk Book’ - with the understanding that should anything ever arise again, they will contact school *immediately*.
- Each year the SDP Parents’ questionnaires, the School Council’s Anti-Bullying reply slips and the Y6 Exit questionnaires will be reviewed to monitor their responses on bullying and behaviour in general
- The Head Teacher with the SLT will keep the school’s behaviour log under review for any incidences of bullying
- The School Council will follow up their Anti-Bullying presentation with a letter to Parents and children that includes reply slips

### **Parental Involvement**

1. Parents are encouraged to inform the school of any problems at an early stage.
2. A reminder will be given each Autumn term as part of the first newsletter
3. A summary of our anti-bullying policy will be part of the New Reception Parents’ pack as well as being incorporated into the School Handbook.
4. A summary Anti-Bullying sheet for Parents will be sent out annually to coincide with the School Council’s annual Anti-Bullying presentation to the school
5. The School Council will send out a copy of their Anti-Bullying Charter with a letter to engage parents with their children

6. If parents report bullying we will treat their concerns seriously and act immediately. Further investigation may be required before a plan of action can be implemented. Parents will be consulted about possible strategies that might be adopted and kept informed of all developments. Their views on progress should be sought and they must agree that the situation has been remedied before the child is "signed off".

This policy is written in accordance with and having due regard to our schools vision and values and all other school policies which impact across all curriculum areas.



# Bathwick St. Mary Church of England Primary School

## Behaviour and Anti-Bullying Policy

### Advice sheets to Parents

#### Is it bullying?

It is bullying if an individual or group **repeatedly** keep on hurting children or making them feel unhappy by:

- Calling them names
- Threatening them
- Pressuring them to give someone money or possessions
- Purposefully excluding others with an unkind motive
- Physically hurting others
- Damaging their possessions
- Spreading rumours about them or their family
- Using social media or electronic communication to write or say hurtful things about them (cyberbullying)

It is also bullying if someone keeps on hurting them by saying things about their: ethnicity; background; religious faith; gender; sexuality; disability; special educational need; appearance; home and family or other 'protected characteristic'. We do not want any of this behaviour repeated or turned into bullying. If your child is not happy or experiences unkind behaviour please tell your child's class teacher.

#### What should you do if you think your child is being bullied?

Talk first to your child's class teacher. You can leave a message for them in the School Office or speak with them directly. Ensure that they know it is an urgent item for discussion. The Headteacher will be informed if bullying is mentioned.

- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened; give dates, places and names of other children involved
- Make a note of what action the school intends to take and when you will be hearing from the class teacher again
- Ask if there is anything you can do to help your child
- Stay in touch with the school. There will be regular review meetings set until everything has been resolved. If anything should happen between set meetings, let the teacher know at once
- If you feel things are getting worse / not improving, please discuss your concerns with the Head Teacher
- If you are still not happy about the situation, please ask for the school's complaints procedure
- Please do not confront other parents directly about behaviour in school. This only exacerbates the situation and often they or you might not have the full picture. We do keep any parents concerned informed of bullying incidents

Finally, please bear in mind that as a school community we all have a collective impact on positive relationships. Be assured that the school will listen and act if you have any cause for concern. If you witness situations or behaviour that is not expected, please tell your child's class teacher or the Head Teacher, even if it does not involve your child.

#### Cyberbullying: Preventing cyberbullying:

Be aware your child may be involved and get caught up in cyberbullying without thinking. It is crucial you talk with your child and understand ways they are using internet / mobile phones. Most software and services have in-built safety features e.g. blocking others on contact list; keep their profile set on 'private'. Check with child's internet / phone provider and see what protections they offer. Encourage your child to share as soon as something has happened and not wait for it to 'resolve itself'.

### **Cyberbullying: Responding to Cyberbullying:**

- Teach your child The Anti-Bullying Code
- Keep the evidence
- Report cyberbullying – let school know if it involves pupil(s) at your child’s school; let service provider know and – if serious and a potential crime – tell the police

### **Cyberbullying: Key advice to children - The Anti-bullying code**

- ☺ **Always respect others:** You can’t see the impact that a message / image may have on someone. Never forward a rude or nasty picture or message about someone else – you could be assisting a bully and be accused of cyberbullying. You could even be breaking the law.
- ☺ **Think before you send:** Once sent it can be made public very quickly and stay online for ever.
- ☺ **Treat your password like your toothbrush:** Change on regular basis and don’t let anyone know / use them. Choose hard-to-guess passwords with symbols and numbers to prevent hacking.
- ☺ **Block the bully:** Most responsible websites and services allow you to block or report someone who is behaving badly
- ☺ **Don’t retaliate or reply:** This is usually just what bully wants
- ☺ **Save the evidence:** Learn how to keep records of offending messages, pictures or online conversations
- ☺ **Make sure you tell:** Tell an adult you can trust or a helpline like ChildLine (0800 1111)
- ☺ **If you see cyberbullying:** Support the victim and report the bullying.



## Behaviour and Anti-Bullying Policy

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- Threatening them
- Pressuring them to give someone money or possessions
- Purposefully excluding others with an unkind motive
- Physically hurting others
- Damaging their possessions
- Spreading rumours about them or their family
- Using social media or electronic communication to write or say hurtful things about them (cyberbullying)

It is also bullying if **someone keeps on** hurting you by saying things you feel are not nice. For example saying hurtful things about: your home and family; your appearance; your learning; your religion or any disability.

#### At Bathwick St Mary Church of England Primary School we do not tolerate bullying or any bad behaviour:

- Staff, adults and other children will listen and act straight away to help you and stop any bad behaviour
- We will all watch to make sure it is not repeated

#### What should you do about bullying?

- If you think you are being bullied, try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell your teacher or another adult you can trust straight away (like your parents)
- If you do not want to speak to your teacher in front of others, use the 'Worry Box'
- Keep telling someone until the bullying has stopped
- If you see / hear someone else being bullied, tell someone. The bully may pick on other people next – even you! Everyone has a role to play to stop unkind and bullying behaviour.

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- ☺ **If you see cyberbullying:** Support the victim and report the bullying.