



Our Lady of Good Help

Catholic Primary School

Behaviour, Relationships & Anti-Bullying Policy

Chair of Governors	Mrs S. Devereux
Headteacher	Mr M. McQuiston
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The Good Help Way

At OLGH, we are devoted to creating the best learning environment, where each and every child can thrive and develop into a well-rounded, upstanding individual. Our mission statement, *'Inspired by Our Lady, we grow together through faith, courage and love'*, embodies the Catholic ethos of our school. Our Behaviour & Relationships Policy guides staff to teach self-discipline not blind compliance.

This policy promotes the positive, caring Catholic ethos of our school. It ensures that children and staff are safe, happy and that they enjoy coming to school. It underpins excellent teaching, learning and progress. The school has a clear code of conduct for behaviour and follows the Equality Act of 2010 meaning we will not unlawfully discriminate against others because of their sex, race, disability, religion, beliefs or sexual orientation. It promotes high standards and high expectations from all stakeholders.

Our whole-school approach to maintaining a positive learning environment (known as 'The Good Help Way') promotes excellent relationships between pupils, parents, staff and governors. We empower pupils to take control of their behaviour and be responsible for its consequences. Staff and children at OLGH are kind, empathetic, good-humoured, resilient and have a passion for learning.

Staff

As a staff, we are committed to:

- building strong relationships with our children
- planning exciting, engaging lessons which meet the needs of all children
- using positive recognition throughout the school
- modelling positive behaviour
- setting high expectations
- being consistent

Parents and Carers

All adults should act in a manner that promotes a positive example to all children, at all times. It is an expectation that parents and guardians act responsibly and respectfully. It is wholly unacceptable to confront other parents, raise voices, or argue within the school grounds or the surrounding area. If a parent or guardian has a concern, they must take the appropriate steps to arrange a meeting with the class teacher or a member of senior leadership by contacting the school office in a calm and courteous manner. For safeguarding reasons, parents must not challenge class teachers whilst they are dismissing their class at the end of the day. It is expected that parents respect these rules and act accordingly.

Three Simple Rules

At OLGH, we have 3 simple rules that are easy to remember - **respectful, proud, safe** - and encompass the behaviour that is expected from all members of our school family – staff, governors, children, carers, parents, grandparents and the wider community.

'Treat others as you would like to be treated yourself.' Luke 6:31

Adult Conduct

Meet and greet with a smile
Calm, consistent and fair
Give first attention to best
conduct
Recognise behaviour over and
above
Relentlessly positive

Our 3 Rules

Respectful
Proud
Safe

Pupil Conduct

Be the best you can be
Friendly and calm
Positive mind-set
Look after equipment
Prepared for lessons
Inquisitive

These rules are displayed in every area of learning and referred to regularly in conversations about behaviour. Our children understand the 3 rules and can give examples to provide meaning and a purpose to the rules.

Our 3 Rules	Examples
Respectful	Looking after property, using positive and kind words, having good manners
Proud	Taking pride in our appearance, our work, our school, our friends' achievements
Safe	Acting sensibly on the playground and around school, following the teachers' instructions

Rewards

At OLGH, we use a whole-school house system for positive behaviour. The children are divided into 4 houses: **Commitment, Courage, Faith and Wisdom**. Dojo points are awarded for positive behaviour, attendance at school and attendance at clubs as well as taking part in and winning competitions. The weekly points are collated and added to the overall 'House Competition'; half-term prizes are awarded to the winning house and a special award is given to the house that receives the most points all year.

We have a number of other rewards for displaying positive behaviour and excellent effort which are outlined below:

Personal Verbal Praise	Specific verbal praise and encouragement for effort is given to children using age-appropriate language.
Class Dojo Points	Points are given for attendance, being respectful, proud or safe as well as going 'over and above'. The individual points are combined into house team points and running totals are provided in assembly.
Dojo Winner of the Week Certificate	The child who receives the most Dojo points in each class is given this award in celebration assembly each week.

Superstar of the Week Certificates	Chosen by each class teacher for great academic effort and awarded during celebration assembly each week.
Visits to the Headteacher	Children are sent to the Headteacher to recognise and celebrate positive work and/ or behaviour. A special Headteacher is given to the children identified.
Golden Wristbands	Any staff member can give any pupil a golden wristband if they feel that the child has gone 'over and above'.
Phone Calls Home	Teachers provide positive feedback to parents by way of a positive phone call.
Special Delivery Postcards	Teachers provide positive feedback to parents by way of a positive postcard sent to their home address.

Going 'Over and Above'

Going 'Over and Above' is defined as doing more than is expected. Examples of 'Over and Above' in terms of behaviour include:

- helping someone to find a friend on the playground
- showing exceptional manners at all times
- producing work beyond what was asked
- extraordinary homework effort

Exceptional behaviour and attitudes are rewarded with more heavily weighted Dojo points (+5) alongside verbal praise and one of the rewards in the table on the previous page.

Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect
- **TEACH** behaviour explicitly
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Stepped Consequences

At OLGH, our children understand that choices lead to consequences. All staff consistently apply the following steps to help children to regulate their behaviour should they need to:

1	REDIRECTION	Gentle encouragement; a nudge in the right direction; a small act of kindness.
2	REMINDER	A reminder of the expectations, delivered privately where possible. Repeat if necessary. Proactively de-escalate behaviour.
3	WARNING	A clear, verbal caution, delivered privately where possible. This makes the child aware that their behaviour is falling short of our expectations and

		clearly outlines the consequences should it continue.
4	TIME TO THINK	The child will be removed from the classroom to another room for a period of time (if deemed necessary) to enable them to reflect on the behaviour and regulate themselves. It will also enable the teacher to continue to teach the rest of the class.
5	LOGICAL CONSEQUENCE & RESTORATION	A meeting between the teacher and child will take place at break time, lunch time or the end of the day. The purpose of this meeting is to discuss the logical consequences of the behaviour and establish a way forward through a restorative conversation. Teachers should aim to speak informally to parents at home time.
6	MEETING WITH PARENTS (1)	If there is no improvement in behaviour, teachers should meet formally with the child and the child's parents to discuss what needs to change.
7	MEETING WITH PARENTS (2)	If the behaviour isn't improved, this will be escalated to a member of SLT who will conduct a further meeting involving the teacher, the child and their parents.
8	MEETING WITH PARENTS (3)	If the behaviour isn't improved, this will be escalated to the HT who will meet with the parents and the child.
9	INDIVIDUAL BEHAVIOUR PLAN	If there is no improvement, the child will be placed on an IBP for 2 weeks before a review takes place with the HT or member of SLT, the teacher and the parents. An IBP is a written action plan of what is expected to improve. This may be extended for a further 2 weeks at the discretion of the senior leader.
10	FIXED-TERM SUSPENSION	If none of the above impacts positively on the child's behaviour, a fixed-term suspension may be applied if this is deemed appropriate. Every effort is made to support parents in helping their child to behave well in school.

***Any meetings with parents must be recorded on CPOMS.**

One-off behaviour that endangers others or is deemed unacceptable will go straight to step 7 and will be recorded on CPOMS. Where repeated negative behaviour towards other children is alleged and/ or apparent, school will refer directly to the Anti-Bullying Policy for further guidance.

Consequences should:

- Include a restorative conversation that makes it clear unacceptable behaviour affects others and agree how to move forward.
- Not apply to a whole group for the behaviour of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Consequences need to be in proportion to the offence - ie. logical:

- It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

- A verbal or written apology, finishing off work and tidying up any mess made are examples of proportionate consequences for more low-level behaviour issues.
- Staff have been provided with a logical consequences document to promote greater consistency.

Language around Behaviour

At OLGH, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. We aim to remain professional and calm at all times. We do not use emotive language. The poor behaviour should be framed using the 3 school rules. E.G. **“This behaviour is not safe.”** It is school policy for the supervising adults to deal with the poor behaviour in the first instance.

As a school, we recognise that most poor behaviour is a form of communication of an unmet need. It is important that members of staff are able to distinguish between whether a child is dysregulated (due to an unmet need) or not.

Scripts

Reminder

‘I notice that you’re running. This isn’t the Good Help Way. I know you can follow our school rules (I saw you doing it yesterday) Please be safe by walking. Thank you.’

Warning

‘I have noticed you are still not ready to do your work. This is not the Good Help Way. If you choose to continue, you will be asked to have time out/ work in (E.G. Y6)/ go to the quiet area and speak to me after the lesson. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.’

Restorative Conversation Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Questions to support those affected

- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Break and Lunch Times

This is a whole-school policy and therefore it is expected that all staff, including lunchtime supervisors, follow the steps laid out above, including during break, lunch and other non-classroom time. Priority is given to positive feedback, de-escalation and prevention of incidents.

To prevent incidents occurring, the playground is equipped with resources to enthuse and engage the children in play. Play leaders lead games and help to set up and put away the equipment.

Any behavioural incidents during these times will be reported to the class teacher. It is the responsibility of the person reporting the incident to record it on CPOMS.

Where a child's behaviour falls below the expected standard at play time, the child must have a restorative conversation before being allowed to return to the playground; this may involve spending time out to reflect on their behaviour. If a child's behaviour is persistently poor at play time, parents will be invited for a meeting and advised that their child will not be permitted to play outside for an agreed period of time. The child will then be monitored on the playground more closely on their return to make sure their behaviour has improved.

Serious misconduct will be dealt with at step 8, referring to the exclusion policy and may result in a fixed-term suspension or permanent exclusion.

Individual Behaviour Plans

It may be the case that some children do not routinely comply with the school rules and need to be managed outside of the usual behaviour policy. If this occurs, the child's teacher will meet with their parent(s) to develop an Individual Behaviour Plan (IBP). This plan is a temporary intervention with a view to the child's behaviour improving quickly.

A child with an IBP will have a written action plan with targets. A review meeting will be put in place after 2 weeks of intervention to discuss their progress. The decision may be made to extend the plan for a further 2 weeks.

Children on an IBP will have each lesson assessed in terms of their behaviour using a sticker chart. They will have an expected number of stickers to collect each day broken up into a number of sessions, at the discretion of the teacher (likely 3/4 in the morning, 2 in the afternoon as well as break and lunchtime), and they must report to SLT each day as well as their parents. A discussion will take place with the child about how many stickers they got and why. A consequence may be necessary.

If intervention is unsuccessful, a further meeting is put in place to discuss ways forward. Every effort is made to support parents in helping their child to behave well in school.

Serious misconduct is not dealt with in the same way as other behaviour and adults do not need to use the stepped sanctions approach. All serious misconduct must be referred to the Senior Leadership Team for guidance and support.

Extreme Behaviours

At times, some children exhibit particular behaviours as a result of early adverse childhood experiences, trauma, family circumstances or other reasons such as a special educational need. As a school, we recognise that this behaviour is their way of communicating their emotions or seeking attachment. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, advice is taken from the relevant agencies - such as the Local Authority BIT team.

A behaviour plan will be filled in with the class teacher, the parent and the child. When dealing with an episode of extreme behaviour, a child may need to be restrained if they are compromising the safety of

themselves or another person. This will only be used as a last resort. At OLGH, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. All staff should report incidents directly to the Headteacher or Assistant Headteacher. We appreciate these incidents can cause distress for the adults involved therefore staff may need some time away from the classroom to recover their composure.

Serious misconduct is not dealt with in the same way as other behaviour and adults do not need to use the stepped sanctions approach. All serious misconduct must be referred to the Senior Leadership Team for guidance and support. The school will record all serious behaviour incidents on CPOMS.

Reasonable Force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by adults in school that involve a degree of physical contact with pupils.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight, or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- It can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Searching and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. This policy provides reassurance that any search of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy. Where possible, searches will be carried out by at least two adults. Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. They have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school identifies as an item which may be searched for and, if found, confiscated.

The list of prohibited items is but not confined to:

- mobile phone
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or;
 - to cause personal injury to, or damage to property of; any person (including the pupil).

Any other items which the Headteacher considers to be harmful or detrimental to maintaining high standards of behaviour and a safe environment may be searched for and confiscated. Such items should be handed in to a senior member of staff.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. When exercising their powers, school will consider the age and needs of pupils being searched. This includes considering a pupil's individual needs and making reasonable adjustments that may be required. There will always be at least two members of staff present.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services as per 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'.

Exclusion

It is school policy to take all reasonable measures to improve behaviour before exclusions are considered, in most instances. This involves additional adult support, referrals to the BIT Team, alternative provision, high needs funding applications, a temporary reduction in hours or considering a managed move to an alternative setting.

Serious misconduct may result in a fixed-term suspension or a permanent exclusion as per local authority guidance.

The decision to issue a fixed-term suspension or permanent exclusion to a pupil on disciplinary grounds is a decision that is never taken lightly and is carefully considered, taking into account all evidence and factors that may have contributed to the pupil's behaviour. The Headteacher is the only person who is able to make the decision to exclude, unless they are absent. In this case, at OLGH, the Assistant Headteacher for Behaviour may act on their behalf.

Fixed-term Suspensions

Up to 5 days, work will continue to be set by teachers. If the suspension is for longer than 5 school days, school must arrange suitable full-time education from the 6th school day, E.G. at a pupil referral unit.

Internal Exclusion

This may be considered the appropriate action to take if school has safeguarding concerns for the child or circumstances dictate that this is in the child's interests.

Permanent Exclusion

Permanent Exclusion (PEX) means the child is expelled and cannot return to the school. The Local Authority must arrange full-time education from the sixth school day after exclusion.

A fixed-term suspension or permanent exclusion may be deemed necessary for a variety of reasons, including:

- Repeatedly violating the school behaviour policy;
- Serious breaches of the school behaviour policy;
- Serious assault on another child or children;
- Assault of a staff member;
- Repeatedly preventing other children in their class from learning;
- Bringing the school into disrepute whilst not in school (i.e. after school or the weekend);
- Bullying, including online and outside school;
- Making an allegation against a staff member which, when investigated, proves unfounded;
- Other incidents considered serious by the Headteacher (or the Assistant Headteacher in the absence of the Headteacher)
- Suspensions from lunchtimes will also be considered if children repeatedly violate the school behaviour policy during this time.

Under Department for Education statutory guidance, a headteacher can only suspend or permanently exclude a pupil if both of the following legal thresholds are met:

A Breach of Policy: The decision is made in response to a serious breach, or persistent breaches, of the school's behaviour policy.

Harm to Education or Welfare: Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher must make the decision on the balance of probabilities (i.e., it is more likely than not that the pupil committed the breach) rather than the criminal standard of beyond reasonable doubt.

The length of the suspension and reasons are clearly recorded in a formal letter to parents/ carers. However, initial fixed-term suspensions may be extended if, after further investigation, additional evidence arises. The letter also explains to parents where they can seek advice and support as well as additional information about the exclusion.

Suspensions are recorded in school, using CPOMs, and the Local Authority and governors are informed. Parents will be called to collect their child from school as no child will be allowed to leave unaccompanied. School provides work for the child who is excluded, and, from the 6th day, suitable full-time alternative provision is made, if necessary.

Following a suspension, parents have the right to make representations about this decision to the governing body. Representations are made via the Chair of Governors. Whilst the governing body has no power to overturn the Headteacher's decision, they must consider any representations made and may place a copy of their findings on the child's school record.

Following a fixed-term suspension, the parents and child will be invited to a reintegration meeting at school where a plan is drawn up to support the child in school, if appropriate.

The following DfE documents provide further detail:

- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Sexual Violence and Harassment

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff should understand that, even if there are no reports in school, it does not mean it is not happening; it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse they should speak to the Designated Safeguarding Lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

At OLGH, such behaviour is never acceptable and will not be tolerated. Anyone found to be acting in such a manner will be dealt with at step 8 of our behaviour consequences - a meeting between the Headteacher, parents and the child in question. Actions will be agreed between home and school. Consequences will depend on the severity of the actions.

Incidents of this nature are extremely rare and we want it to keep it this way so we remain vigilant to any possible signs. We educate our children about safe and healthy relationships as part of our RSHE curriculum, with lessons aimed at the correct age and stage. Our proactive approach ensures our school is a happy, safe place to be.

Appendix – Logical Consequences

Pupil Conduct Around School			
PUPIL ACTION	LOGICAL CONSEQUENCES	RESTORATIVE CONVERSATION	FURTHER ACTION
Disrespectful attitude Being rude Saying no	- Miss some play time - Apology - verbal or written - dependent on the severity	- Reflect the need to be respectful - If continued, contact Teacher/ SLT	Step 6 - Meeting with parents
Swearing on the playground	- Miss some play time - Apology - verbal or written	- Reflect the need to be respectful - If continued, contact Teacher/ SLT	Step 6 - Meeting with parents
Name calling	- Miss some play time - Apology - verbal or written	- Reflect the need to be respectful - If continued, contact Teacher/ SLT	Step 6 - Meeting with parents
Not pausing to let an adult through Walking through the door at the same time as an adult	- Redirection - Verbal apology	Reflect the need to be respectful	
Making a mess in the toilets	- Clean up the mess - Apology - verbal or written	Reflect on being proud of our school	Step 6 - Meeting with parents - dependent on the severity
Dropping litter	- Pick it up/ pick up more litter - Verbal apology	Reflect on being proud of our school	
Breaking playground equipment (intent)	Apology - verbal or written	- Reflect on being proud of our school - Contact teacher/ SLT	Step 6 - Meeting with parents
Rough play	- Produce a safety poster - Apology - verbal or written	- Reflect on the need to be safe - If continued, Teacher/ contact SLT	Informal parental chat
Aggression/ pushing	- Miss some play time - Produce a poster - Apology - verbal or written	- Reflect on the need to be respectful & safe - If continued, contact Teacher/ SLT	Step 6 - Meeting with parents
Running in the corridor	- Go back and walk down the corridor - Verbal apology	Reflect on the need to be safe	

Messing up the cloakroom	• Pick up the coats • Verbal apology	• Reflect on being proud of our school	
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Pupil Conduct in the Classroom			
PUPIL ACTION	LOGICAL CONSEQUENCES	RESTORATIVE CONVERSATION	FURTHER ACTION
Disrespectful attitude EG. Saying no	• Miss some play time to discuss behaviour • Apology - verbal or written - dependent on the severity	• Reflect on the need to be respectful with the adult who was affected • If continued, contact SLT	• Parental contact • If it continues, formal meeting with parents
Refusal to do work	• Finish the work • Send the work home on a piece of paper & signed by parent • Apology - verbal or written	• Reflect on the need to be respectful with the teacher • If continued, contact SLT	• Parental contact
Repeatedly Talking	• Time out/ quiet redirection • Miss some play time to discuss behaviour • Apology - verbal or written	• Reflect on the need to be respectful with the teacher • If continued, contact SLT	• Parental contact
Shouting out answers	• Time out/ quiet redirection • Apology - verbal or written	• Reflect on the need to be respectful with the teacher	• Informal parental chat
Inappropriate remarks	• Time out/ quiet redirection • Miss some play time to discuss behaviour • Apology - verbal or written	• Reflect on the need to be respectful with the adult/ child who was affected • If unresolved, contact SLT	• Parental contact
Making a mess	• Pick up/ clean up the mess • Apology - verbal or written	• Reflect on being proud of our school	
Breaking equipment	• Depends on the severity and intent... • Apology - verbal or written	• Reflect on being proud of our school	• Parental contact
Producing messy work/ Not trying your best	• Redo the work	• Reflect on being proud of and having respect for yourself	• Parental contact

Serious Incidents			
PUPIL ACTION	LOGICAL CONSEQUENCES	RESTORATIVE CONVERSATION	FURTHER ACTION
Confirmed Hate Crime (e.g. racism/homophobia)	- Step 8 - Meeting with parents, teacher & SLT - Letter of apology - Revisit racism and its effects as a class	- Reflect on the need to be respectful - Restorative conversation with the victim	- Potential suspension - Further education around the area of concern
Confirmed Bullying	- Step 8 - Meeting with parents, teacher & SLT - Letter of apology - Revisit bullying and its effects as a class	- Reflect on the need to be respectful & safe - Restorative conversation with the victim	- Suspension - Further education around the area of concern
Physical fighting	- Step 8 - Meeting with parents, teacher & HT - Letter of apology	- Reflect on the need to be respectful & safe - Restorative conversation with the victim	Potential suspension
Hitting an adult	- Step 8 - Meeting with parents, teacher & HT - Letter of apology	- Reflect on the need to be respectful & safe - Restorative conversation with the victim	Potential suspension
Online incident at home	- Meeting with parents, teacher & SLT - Letter of apology	- Reflect on the need to be respectful & safe - Restorative conversation with the victim	Potential suspension



Our Lady of Good Help

Catholic Primary School

Anti-Bullying Policy

'Inspired by Our Lady, we grow together through faith, courage and love'

Our Vision and Values

We are committed to following our school mission statement, *'Inspired by Our Lady, we grow together through faith, courage and love'*. We embody this by providing a caring, friendly and safe environment for all children in our care so that they feel secure to learn and enjoy coming into school each day.

At Our Lady of Good Help, we take bullying seriously. Parents can be assured that allegations and incidents of bullying will be investigated and responded to. **Bullying is not tolerated at OLGH.**

We are a **telling** school. This means that anybody who knows that bullying is happening is expected to tell a member of staff.

We are a **listening** school. This means that all staff will listen to children and, if necessary, take appropriate action.

All behaviour of this manner will be investigated and acted upon taking the following steps.

Step 1	Allegations of bullying are made
Step 2	Initial meeting with parent of the child who is allegedly being bullied
Step 3	Investigation involving all children concerned
Step 4	If bullying is found to have occurred, parents of all children involved in the bullying meet with the Headteacher and an outcome is decided
Step 5	Process and outcome of investigation logged on CPOMS
Step 6	Next steps and monitoring programme established and shared with all staff
Step 7	Way forward shared with parents
Step 8	Regular check-ins with the child by agreed members of staff
Step 9	Monitoring – log on CPOMS

Our definition of bullying

Bullying can be defined as:

"Bullying is repetitive actions taken by one or more children with the deliberate intention of hurting, harming, intimidating, or coercing another person(s). Bullying is not accidental."

Categories of Bullying:

- Physical
- Verbal
- Social
- Cyber
- Prejudice-based/ Discriminatory
- Sexual

Examples:

- Teasing a person because of their looks, race, religion, disability, how they speak, or for any other reason;
- Intentionally causing a fight or argument with someone who appears weaker;
- 'Ganging up' on an individual;
- Making others feel scared or sad coming to school because of upsetting behaviour.
- Threatening others to make them do, or say, something they don't want to do.

- Saying mean or upsetting things on social networking sites, in e-mails, or on apps such as Whatsapp.
- Uploading images of others onto social networking sites which could cause hurt or embarrassment.
- Uploading images of others to any site without their consent.
- Sexting, sexual name-calling or even sexual assault

At Our Lady of Good Help, we are kind to one another and any behaviour that is considered unkind but not bullying will be dealt with under the Behaviour Policy. **One-off, unkind behaviour is not considered bullying.**

All members of our school community have a role to play in ensuring that bullying does not occur at Our Lady of Good Help.

The Role of Governors

The governing body at Our Lady of Good Help supports the Headteacher to eliminate bullying at our school. It is their specific role to:

- Review the effectiveness of the anti-bullying and behaviour policies regularly and approve any changes made;
- Monitor incidents of bullying through the pupil wellbeing governing committee;
- Ensure that adequate records are kept of all incidents.

The Role of the Headteacher

- The Headteacher creates a school environment which provides mutual support, positivity and praise for success. This means that bullying is prevented before it begins. When children are members of a friendly, welcoming school community, bullying behaviour is less likely to begin;
- The Headteacher implements all anti-bullying strategies and procedures in our school. They must ensure that all members of staff are aware of our school policy and how to deal with bullying. The Headteacher reports to the governing body on the effectiveness of the anti-bullying policy;
- The Headteacher ensures that children understand that all forms of bullying are wrong and will not be tolerated in our school. This will be done through assemblies, giving the opportunity for a discussion on procedures for anti-bullying and consequences of such behaviour and constant reinforcement of positive behaviour;
- The Headteacher ensures that all staff receive appropriate training to enable them to prevent and tackle bullying if and when it occurs;
- The Headteacher ensures that all incidents or allegations of bullying are recorded on CPOMS;
- The Headteacher will meet with parents of all children involved in bullying and as necessary involve external agencies.

The Role of the Teacher

Teachers in our school act in accordance with our school **Relationships & Behaviour Policy** and are:

- Relentlessly positive;
- Calm, consistent and fair;
- Reactive to best conduct first;
- Recognising behaviour which is over and above the expected.

This means that good behaviour flourishes at Our Lady of Good Help and bullying is prevented before it begins.

Teachers:

- Take all allegations of bullying seriously;
- Support children who have experienced bullying in a personalised agreed way;
- Report all incidents of bullying to the Headteacher even if these are witnessed outside of school hours;
- Deal with any incidents of bullying they are aware of immediately, supporting the child who is being bullied and giving consequences to the child who has carried out the bullying;
- Ensure that all children in their care know who they can talk to if they feel they are a victim of bullying;
- Support all children in their class to establish a climate of trust and respect for all through positivity and consistent use of the rewards outlined in the Behaviour Policy;
- Teach anti-bullying themes through the curriculum to support children in preventing and understanding the consequences of bullying.

The Role of the Parent

Parents who are concerned that bullying is occurring should:

- Contact their child's class teacher immediately;
- Not attempt to sort the problem out independently of school, by speaking directly to the child or their parents;
- Encourage their child to continue to follow our school rules: Ready, Respectful, Safe (and not 'bully' back);
- Support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

The Role of the Child

All children at Our Lady of Good Help are expected to follow our 3 rules:

- Respectful
- Proud
- Safe

They aim to follow our golden rule: *'Treat others as you would like to be treated yourself.'*

This is detailed in our school **Relationships & Behaviour Policy** and means that a culture of good behaviour is expected throughout the school, leading to a reduction in bullying behaviour.

Children at Our Lady of Good Help:

- Understand and follow the anti-bullying policy
- Know who they can approach if they feel that they are being bullied or witness another child being bullied

Steps to take if a child feels they are being bullied

Step 1	Approach: • A good helper • A member of staff They will talk to you and the people who are upsetting you to try to find a resolution
Step 2	School will discuss with you and your parents the strategies which could be used to address the situation. This may involve the use of outside agencies.
Step 3	We will agree with you on a system to check how you are throughout the day, this could be a code word, object to pass to the teacher or an agreed time for a chat.
Step 4	Parents will be updated with the actions taken and the way forward for the child.

Online Safety and misuse of technologies

Staff at Our Lady of Good Help, firmly believe that the effective use of information and communication technologies can bring great benefits. Recognising the potential issues that come with use of technology and planning accordingly will help to ensure appropriate, effective and safer use of digital technologies in our school.

We follow guidance from Liverpool City Council, the Safer Internet Centre and The UK Council for Child Internet Safety. In accordance with advice from these agencies, children are informed of the guidelines and sign an agreement to abide by them. Children are aware that, just like in real life, behaviour that causes hurt or upset when using technologies is not acceptable.

Consequences of Bullying

As a school, we take our responsibility to educate our children extremely seriously and this includes how to behave well. We want all of our children to become upstanding citizens and, therefore, especially during times of poor behaviour, we teach them to reflect on:

- Their actions and the actions of others;
- How those actions impacted others feelings;
- What they could have done differently;
- What can be done now to resolve the issue.

These conversations are the basis of growth and development.

There are times when more serious consequences are necessary. The severity of the consequences must match the behaviour. Although OLGH does not wish to exclude, there are times when it is necessary to safeguard children in school and to ensure that the perpetrator(s) understands how their actions have affected others.

In these circumstances, the school will refer to the exclusion guidance. The length of any exclusion is at the discretion of the Headteacher. They will take into account the details of any investigation, the actions that led to the bullying allegation, the actions of the perpetrator(s) before and since, and the impact this had on the victim.

School leaders aim to ensure that incidents of bullying are consistently dealt with.

Monitoring and Review

The implementation of this policy is monitored constantly by the Headteacher. The policy will be reviewed annually before being approved by the governing body.