



LOVELACE PRIMARY SCHOOL Behaviour And Anti Bullying Policy

Agreed by Governors on: September 2024

Review date: September 2025

Signatures recorded on paper copy in the school office

Vision

At Lovelace we want all of our children to be **Learning Together, Succeeding Forever** as they journey through our school.

We aim to create a welcoming, secure and positive environment at our school. We are a caring community whose values are built on and reflect, mutual trust and respect for all. Our behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

It is **everyone's responsibility to promote good behaviour** and this policy contains guidance to support this ethos. Our school has an important role, in partnership with families and the wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic.

Our Behaviour Policy aims to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations, and positively contributes towards making the school a pleasant, safe and productive place to learn. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health. We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

Our approach to equality is based on the following key principles:

1. To promote the ethos that all learners are of equal value. To recognize, respect and value difference and understand that diversity is a strength.
2. To foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
3. To foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
4. To have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
5. To work to raise standards for all pupils, especially for our vulnerable pupils, ensuring there is equity in provision. Protected Characteristics It is unlawful for a school to discriminate against a family, pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender Identity
- Marriage and Civil Partnership
- Pregnancy
- Race
- Religion
- Sexual Orientation



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Aims

This policy aims to provide a consistent approach to behaviour management and in developing children who can be the best version of themselves.

The aim of the behaviour policy is to promote a positive ethos of learning and respect for others where all groups of children make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.

- *To enable children to show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.*
- *To promote excellent attitudes to learning.*
- *To help children become highly adept at managing their own behaviour.*
- *To foster a culture of responsibility for actions and consequences.*
- *To reward positive behaviour individually, in the class, in the playground, around our school or on trips.*
- *To provide a clear, systematic and consistently applied structure of rewards and consequences towards positive and inappropriate behaviour respectively.*
- *To help children become acutely aware of different forms of bullying and actively try to prevent it from occurring.*
- *To promote and model positive behaviour for **citizens of the future**.*

Promoting Positive Behaviour

All staff are expected to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort disagreements out in a reasonable way.

Staff should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- Challenges are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm and constructive manner.
- Success is measured not by the absence of problems, but by the way we deal with them
- All staff should adopt the school policy of rewards and sanctions.
- Acceptable standards of behaviour, work and respect depend on all staff setting a positive example.
- Good order is achieved by setting high standards and applying rules firmly and fairly.
- Build and develop relationships and communicate effectively to avoid misunderstandings. • Shouting is never acceptable – however very occasionally a firm voice is necessary
- React to problems appropriately
- Address the problem rather than avoiding it
- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain

Promoting good behaviour around and outside school

It is essential to provide opportunities for children to model behavioural expectations for all pupils to emulate. It is very important that there is consistency of behavioural approaches and expectations across the school as changing expectations is confusing to children.

Informal contact can contribute to good standards of behaviour. Ensure good behaviour by taking the initiative at every opportunity.



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Expect to:

- Deal with all inappropriate behaviour– even if those pupils are not in your class
- Arrive to collect your class before the bell goes at the end of break or lunch
- Help adults on duty to maintain discipline
- Walk your pupils around the school calmly and quietly so that they arrive ready to learn.
- Greet pupils when you see them. Have a friendly word with them whenever you can.
- Maintain appropriate standards of speech, manner and dress.

Be models of appropriate behaviour

Expect to:

- Establish your authority firmly and calmly
- Separate the problem from the person
- Share effective strategies with other staff.
- Keep the co-operative children 'on your side' by... Consistently following the procedures for dealing with unacceptable behaviour. Consistently following the procedures for recognising appropriate behaviour. Regularly thanking co-operative children for their good behaviour
- Encourage pride in our school through the **Lovellace Golden Rules** and our vision of **Learning together, succeeding forever**
- Insist on a clean and tidy room
- Teach and encourage tidiness. Insist on a litter free environment.
- Leave equipment, furniture and resources in the right place after lessons.
- Report any damage or repairs needed to the school keeper
- Give reminders about making healthy choices
- Keep displays fresh and attractive
- Keep your teacher area tidy and uncluttered as a model to pupils.
- Deal promptly with poor behaviour

In the classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Staff are expected to:

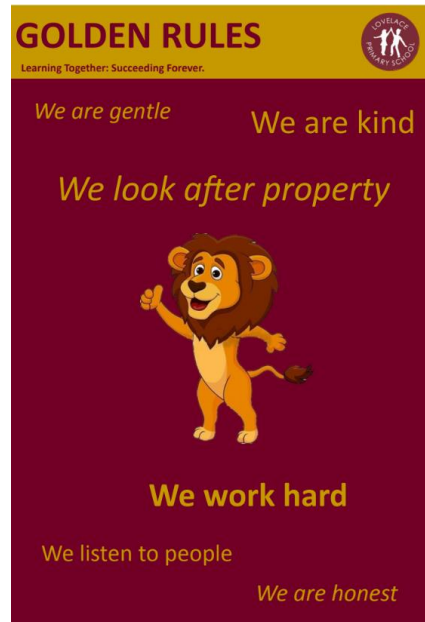
- Use the 'hand up' method to gain children's attention – we do not talk over children.
- When you address the class insist on eye contact and pens/pencils down.
- Use a calm, respectful tone. Shouting is never acceptable.
- Be on time to collect your class and start lessons on time.
- Be prepared for the lesson with all your resources in place.
- Have a well organised classroom (notices, labels, resources etc)
- Have high teacher expectations set at realistic levels for each child.
- Share learning intentions – give clear instructions
- Lessons will keep everyone occupied and interested, provide appropriate work for children at all levels of ability.
- Use praise for all good behaviour through the Golden rules
- Give more attention to children for positive behaviour than negative
- Involve children in rule and decision making.
- Point out that it is not OK to steal other people's learning time.
- Mark all work promptly and constructively
- Set homework regularly to schedule
- Maintain interesting displays
- Take all bullying, including cyber bullying, racism and unkind behaviour seriously



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Our Golden Rules

Our Golden Rules are displayed in each classroom as well as around the school and they underpin the behaviour expectations of all children:



Negative behaviour – the restorative approach

At Lovelace Primary School, we use our school vision and golden rules as the basis of all of our expectations for the children. Inevitably, sometimes things will go wrong. At this time, we adopt the principles of the 'restorative approach'; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Through this process everyone involved in an incident is taken through the five stages of the restorative approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The five stages are:

1. **What happened?** Drawing out each person's story one at a time, talk to each child separately.
2. **What do you think and feel about that?** What each person was thinking at the time, before and since.
3. **Who has been affected and how?** Who has been harmed / affected and how?
4. **What are the needs of those involved?** What those affected need: to feel better, to move on, to repair harm and to rebuild relationships.
5. **What agreement can we reach about the future?** How do those people agree and negotiate, meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. Furthermore, this approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward.

By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



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Curriculum Support

PSHE lessons, Circle Time, school assemblies, out-of-school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Children with special educational needs

Will be supported according to their needs identified in the Pupil Learning Plan (PLP) or with an Educational Health Care Plan (EHCP). This may mean that the behaviour policy is adapted with agreed reasonable adjustments so it is appropriate for each individual child. The law does not prevent a child for receiving a sanction for misbehaviour, the department for education states that: *'A school should not assume that because your child has SEND, it must have affected their behaviour on a particular occasion.'* At this stage we often use the support of Achieving For Children Education Inclusion Service (EISS) and a referral will be submitted and a support plan developed.

Reward Systems

The most effective form of behaviour management is one which notices where good behaviour is occurring and promote it. At Lovelace Primary School, we have a range of ways that we can celebrate the good learning and behaviour of children:

- Try to catch children 'being good' and praise their positive behaviour or attitude
- During the weekly whole school assembly where the behaviour and hard work of children is celebrated, one child from each class will receive a star award certificate
- By the child visiting the headteacher to receive a sticker/praise
- Class teacher stickers
- A phone call home from their class teacher
- From year 1, each child is either in yellow, red, green or blue team and house points are collected as a school to celebrate our golden rules being followed.

Jupiter yellow	Mars red	Neptune blue	Venus green
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- Golden Awards are awarded for **outstanding/ exceptional achievements** and when a child goes above and beyond in demonstrating the values in our Golden Rules!

They should be given out one at a time and not in multiples as this can devalue this reward currency. **AVOID GIVING OUT WHOLE CLASS GOLDEN AWARDS** for the same reason. Each golden award achieved is recorded on the class' effort chart.

Children achieve a coloured band when they reach a certain number of awards and this should be recorded on the weekly housepoint/ golden award chart to be read out/ celebrated during Friday's whole school assembly.

Colour of Band	Number of Golden Awards to achieve this
Green	5
Silver	10
Red	15
Gold	20
Burgundy/Yellow	25



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Dealing with behaviour issues

Low level inappropriate behaviour

Poor classroom management is often the cause of low-level inappropriate behaviour. Check your classroom management strategies to see if they can be improved. Then...

1. Warn the child ONCE. Point out that they are stealing other children's learning time.
2. Isolate the child within the class.

In most cases this should solve the problem.

Persistent low-level inappropriate behaviour in lessons

1. Give one warning. Point out that they are stealing other children's learning time.
2. Isolate the child within the class. In most cases this should solve the problem, but if the persistent low-level inappropriate behaviour continues...
3. Send the child to another class with a brief explanation of their behaviour. The child must take work with him/her to complete.
4. The other class accommodates the child and keeps them for an appropriate amount of time (usually the rest of that lesson). **RECORD THIS ON CPOMS**
5. Always follow up by meeting with the child to discuss their inappropriate behaviour.
6. It may be necessary to meet with child's parents to discuss the child's inappropriate behaviour. a. State the concern and give specific examples. b. Does the child present challenging behaviours at home? c. If the child recently joined –did they have problems at their previous school? Ask for specific examples.
REMEMBER...WHEN YOU MEET WITH A CHILD'S PARENT, ALWAYS RECORD THE DISCUSSION ON CPOMS BEFORE THE END OF THE DAY.
7. If there is no improvement in the child's behaviour then send them to, or send for, a member of the senior leadership team.

Child on Child Abuse

Refers to behaviours that take place both inside and outside of school and online. Any concerns regarding child on child abuse, and the behaviours outlined below should be reported to the DSL and headteacher:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- 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 encouraged physical abuse)
- Sexual violence (this may include an online element which facilitates, threatened and/or encouraged sexual violence)
- Sexual harassment, such a sexual comment, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Upskirting, which typically involved taking a picture under a person's clothing without their permission
- Initiation/hazing type violence rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).








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Compulsory reflection time

Compulsory reflection time is each day and may be given to a child who is displaying unwanted behaviour. The reflection time takes place in a classroom during morning break and is led by the middle leadership team. The child is asked to explain why they are in reflection time and which Golden Rule they have broken. Records are kept in a reflection book. Parental consent is not required for a compulsory reflection time to be issued. At the end of each half term the reflection books are monitored by the Inclusion Leader. Any child receiving more than 3 break reflection times will have a letter sent home to parents/carers explaining why each was given, the date it took place and asking for support.

Stages of Inappropriate behaviour and sanctions.

Step 1 	Step 2 	Step 3 	Step 4 	Step 5 
Verbal warning	Time out <u>in</u> class	Time out in <u>another</u> class (MLT) EYFS (if ready for individual sanction) up to 5 minutes Years 1 – 3 up to 10 minutes Years 4 – 6 up to 15 minutes	Sent to a member of the Senior Leadership Team Also subsequent play time to be missed (either lunch or break) and spent with member of SLT	<u>Parents requested to meet with the Headteacher to discuss behaviour issues.</u>
<i>*Pupils can bypass steps 1 – 3 if a child's behaviour has become unacceptable</i>				



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Examples of Stages of Inappropriate behaviour and sanctions

* ALL SANCTIONS ARE TO BE LOGGED ON CPOMS. STAGES 3, 4 AND 5 MUST INVOLVE SLT AS SOON AS POSSIBLE

	Behaviour (examples - this is not an definitive list)	Appropriate Sanctions	Comments/ possible actions
Stage 1	Aggravations <ul style="list-style-type: none"> • Calling out • Wandering about classroom • Running in the school building • Not putting hand up to talk • Interrupting other pupils • Ignoring minor instructions • Silly noises/Minor Annoyances • Pushing in the line • Talking during silent work • Minor Playground Incidents 	<ul style="list-style-type: none"> • Eye contact • Reminders – discuss choices with the child • Verbal warning • Statement of inappropriate behaviour and consequences for repeating it • Change of seating 5 minute cool down period • Tactically ignore 	<ul style="list-style-type: none"> • Not recorded. • No other staff members involved. • Buddies to support on the playground • TA, midday supervisors and teachers on duty deal with playground incidents (add to CPOMS) • After 3 repetitions within a short time frame then move to stage 2 sanctions - Incident recorded on CPOMS
Stage 2	Less Serious <ul style="list-style-type: none"> • Repeated stage 1 behaviour • Eating chewing gum in school • Refusal to work/Unacceptable effort • Deliberate disruption • Accidental damage through carelessness • Cheeky, off-hand comments • Minor challenge to authority • Repeatedly annoying other children • Playground skirmish • Being in the main building without permission during break times • Spitting • Wearing of non-uniform jewellery • Bringing in inappropriate toys, trading cards etc. • Sulking 	<ul style="list-style-type: none"> • Separation from the rest of the class within classroom for the lesson (step 2) • Writing a letter of apology during playtime/breaktime • fixed time (depending on age) • Lunchtime/playtime compulsory reflection time that day to complete unfinished work • Repair/clean up of damage. • Sweets or foodstuffs will be confiscated and disposed of. • Jewellery, toys, cards etc. will be removed by the teacher and returned to pupil at the end of the day. • Consider a chart – according to the child's needs. <i>Look through the Ordinarily Available Provision document for appropriate strategies</i> 	<ul style="list-style-type: none"> • TA/mid day supervisors/ Teacher on duty to report playground incident to class teacher and log on CPOMS • Repeated incidents within a short time frame to be reported to appropriate senior member of staff • Repeated incidences in the playground – consider setting up a Chill Out Zone in classroom to prevent escalation • Suggest use of sharing circle strategies for breaktime issues • Suggest referring to ELSA – discuss with SENCO and Inclusion Leader • Repeated incidences in general – refer to Inclusion leader for discussion <p>Incidents recorded on CPOMS</p>
Stage 3	More Serious <ul style="list-style-type: none"> • Repeated Stage 2 Behaviour • Deliberately throwing small objects with intention of harming or breaking them. • Harming someone • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks • Deliberate rudeness to adults • Harmful/offensive name calling/Directed swearing at another child • Bullying • Fighting in the playground – including 'play' fighting 	<ul style="list-style-type: none"> • Discussion with parents and class teacher • Separation from the rest of the class – To be sent to phase leader, with work, for a fixed time (step 4) • Discussion with parent and class teacher • Writing a letter of apology during playtime/breaktime compulsory reflection time that day • A behaviour chart monitored by an appropriate senior member of staff, copy sent home at end of week to parent • Internal exclusion/Playground exclusion/ complete pupil behaviour reflection sheet • Withdrawal from whole school events e.g. trips <p><i>Look through the Ordinarily Available Provision document for appropriate strategies</i></p>	<ul style="list-style-type: none"> • Parental contact recorded on CPOMS • Reported to appropriate senior member of staff • Repeated incidences refer to SENC and Inclusion leader



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Stage 4	<p>Very Serious</p> <ul style="list-style-type: none"> • Repeated Stage 3 Behaviour • Repeatedly leaving the classroom without permission • Fighting in the classroom • More serious playground incidents/fighting • Serious fighting & intentional physical harm to other children • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse/swearing to any staff or parent • Bringing the school into disrepute e.g. on public transport, road. • Vandalism/Graffiti • Stealing • Persistent bullying • Racist/ homophobic incidents (1 day internal usually) • Physical abuse of a peer; hitting, kicking, shaking, biting, hair pulling – both in person and online, which facilitates threatening or encouraging physical abuse. 	<ul style="list-style-type: none"> • Separation from the rest of the class – To be sent to a member of SLT (step 4 / 5) • Formal telephone call/contact/ letter/ meeting with parents by teacher and senior leadership team representative • Possible recompense for damaged/stolen property from parent • A behaviour chart monitored by appropriate senior leadership member of staff - copy sent home at end of the week to parent • Daily home school behaviour book • Possible fixed term exclusion up to 15 days/Permanent exclusion • Exclusion from site at particular times e.g. lunchtimes • Reduced timetable for a fixed period • After school or break time compulsory reflection time that day • Withdrawal from whole school events e.g. trips • Internal exclusions with a member of the senior leadership team of 3 or 5 days 	<ul style="list-style-type: none"> • Requires immediate involvement of senior leadership team and may involve positive handling techniques • If persistent, liaison with school SENCo, Inclusion leader and Family Services Team to identify whether behaviours being displayed reflect an underlying emotional, social or mental need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support, such as a mentor, and, where appropriate, to be completed to access additional services e.g. CAMHS. • Incidents recorded on CPOMS • Parental contact recorded on CPOMS • Repeated exclusions should be brought to SLT meetings and safeguarding group meetings to think about support and possibly a Managed Move. • Persistent stage 3/stage 4 behaviours – SLT complete a chronology on CPOMS (interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid exclusions. • Child placed on the 'at risk of exclusion register'
Stage 5	<p>Extremely Serious</p> <ul style="list-style-type: none"> • Repeated Stage 4 Behaviour • Extreme danger or violence • Throwing school property e.g. furniture • Very serious challenge to authority • Verbal physical or abuse to any staff • Running out of school • Possession of a weapon considered to be dangerous • Possession of illegal drugs • Sexual harassment, such as comments remarks, jokes – online and face to face. • Sexual Violence 	<ul style="list-style-type: none"> • Immediate Exclusion, internal, fixed term or permanent. (see exclusion section below) • Exclusion could be external but held on another site within the borough for 3 or 5 days. Day 6 exclusion rules apply for external exclusions more than 5 days 	<ul style="list-style-type: none"> • Requires immediate involvement of the senior leadership team and may involve positive handling techniques • Parallel Procedures for official out of school support (PRU) • Managed move could be considered depending on context.



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Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils 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 people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder
- In a school force is used for two main purposes: to control pupils or to restrain them
- 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 from 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 stop a fight in the playground
 - Restrain a pupil at risk of harming themselves through physical outbursts
- Incidents of the use of reasonable force are recorded and reported to governors termly.

ALL INCIDENTS OF POSITIVE HANDLING MUST BE RECORDED ON CPOMS – there is also a form that must be completed each time positive handling is used. The Inclusion Leader will have these.

What happens if your child is suspended or permanently excluded (taken from DFE guidance)

The headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds only. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Any such decision of a headteacher must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

For what reasons can a school suspend or exclude my child?

The reasons below are *examples* of the types of incidents that may warrant a suspension or, in particularly serious circumstances, permanent exclusion. These examples are in line with stages 4 and 5 of our behaviour policy:

- *Physical assault against a pupil*
- *Physical assault against an adult*
- *Verbal abuse or threatening behaviour against a pupil*
- *Verbal abuse or threatening behaviour against an adult*
- *Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited in our behaviour policy*
- *Bullying*
- *Racist abuse*
- *Abuse against sexual orientation or gender reassignment*
- *Abuse relating to disability*



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Can the school send my child to be educated elsewhere?

The governing body of a school has the power to send a pupil to another education provider at a different location to improve their behaviour without the parents having to agree. In such circumstances you will be given a notice of the direction, reasons for it and duration of the support.

What are my duties as a parent when my child has been suspended?

For the first five school days of any exclusion, parents must ensure that their child of compulsory school age is not in a public place during school hours without very good reason. Parents must also ensure that their child attends any education provided from the sixth day of exclusion.

Suspension

A member of the senior leadership team will let you know about the suspension as soon as possible. This will be followed up with something in writing, telling you how long your child is suspended for and why. If your child has a social worker or virtual school head, they will also be told about your child's suspension.

A suspension can start immediately (on the same school day as the misbehaviour occurred) or on another school day.

If you disagree with your child's suspension, you have the right to challenge the decision and how you do this must be set out in the letter that you will receive about the suspension.

Where suspensions are becoming a regular occurrence for a pupil, head teachers and schools should consider whether suspension alone is an effective sanction and whether additional support needs to be put in place to address their behaviour.

Permanent exclusion

Your child's school will let you know about a permanent exclusion as soon as possible. They will follow up with something in writing, telling you the reason for your child's permanent exclusion. If your child has a social worker or Virtual School Head, they will also be told about your child's permanent exclusion.

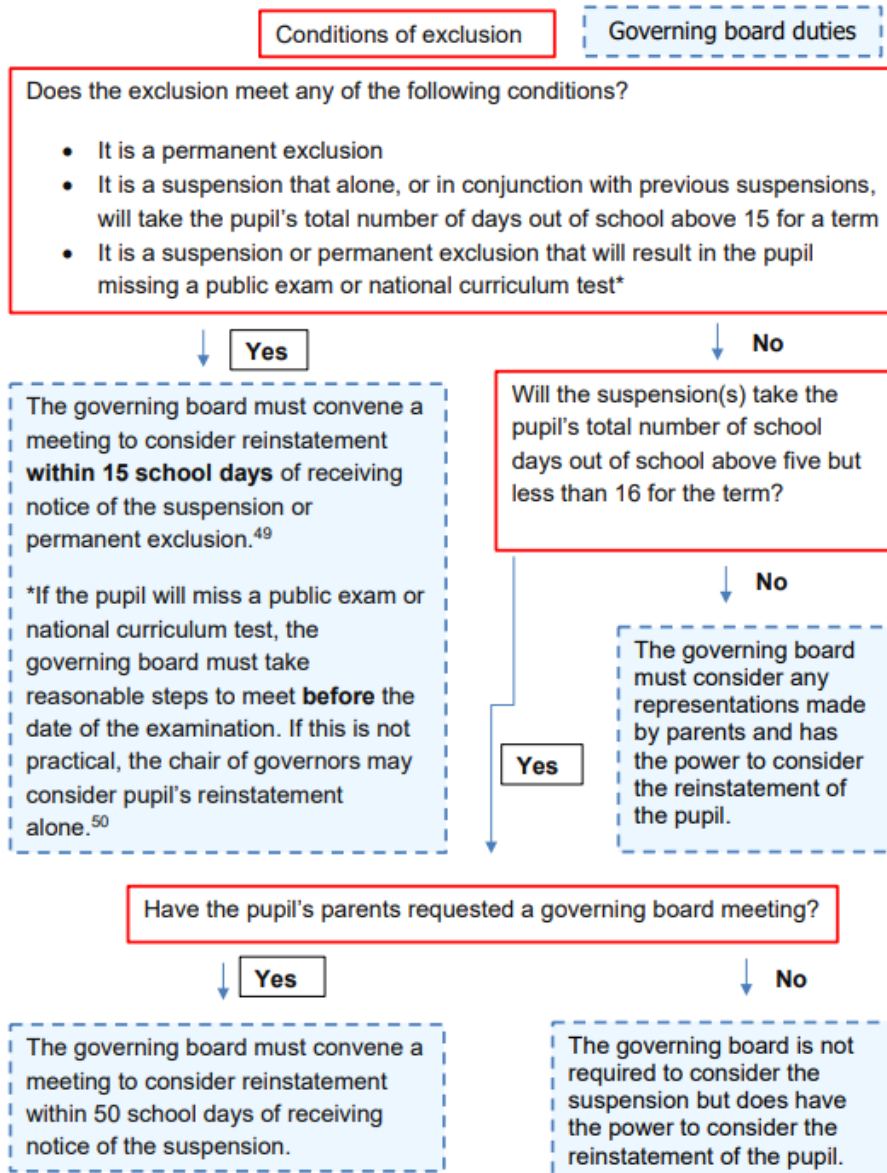
A permanent exclusion can start immediately (on the same school day as the misbehaviour occurred) or on another school day.

If you disagree with your child's permanent exclusion, you have the right to challenge the decision and how you do this must be set out in the letter your child's school sends to you about the permanent exclusion.



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A summary of the governing board's duties to review the headteacher's exclusion decision



Bullying

What is bullying?

Bullying is for an individual or group to use superior strength or influence to intimidate (someone), typically to force them to do something. The NSPCC defines bullying as:

'Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.'

It is important to understand that if children disagree, even regularly, this does not constitute bullying. In this instance it may be an opportunity for children, depending on their age, to learn to negotiate, compromise and grow to be emotionally resilient individuals.



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Forms of Bullying

Bullying can take many forms and can be short-term or continuing over a longer period of time. It can take the form of physical, verbal or psychological harm which is subtler. Research has suggested that a gender difference is present in the way in which boys and girls bully their peers.

The effects of bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem. Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Early Signs of Distress

Advice to parents /carers about bullying

If your child is bullying or being bullied they may:

- *Be withdrawn*
- *Deterioration of work*
- *Spurious illness*
- *Be isolated*
- *Desire to remain with adults*
- *Erratic attendance*
- *General unhappiness/anxiety/fear*
- *Late arrivals*
- *Bed wetting and other signs noted in our Special Educational Needs Policy*
- *Change their behaviour*
- *Be unwilling to talk about their day—It is quite common for children not to want to talk about their day directly after school. You might find children more willing to talk during bath time or bedtime story when they are more relaxed.*
- *Come home with cuts and bruises*
- *Not want to wear their glasses*
- *Take things from home without you knowing*
- *Avoid certain children or activities*
- *Be reluctant to come to school*

What might bullying look like?

Bullying can be physical, verbal or emotional by a single person or a gang. Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts they do not wish to do
- Violence and assault
- Punching/kicking
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment.



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How can parents help to prevent bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Do not intervene with other children or children's parents, but let the school know.

Actions to Tackle Bullying

We are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. Addressing prejudice and prejudice-based bullying The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- Allow the school to seek further professional advice and support over difficult bullying.

Strategies for Reducing and Eliminating Bullying

We firmly believe that prevention is better than cure, so we:

- Encourage the caring and nurturing side of children through positive behaviour management strategies
- Work for a caring, co-operative ethos (such as through paired and group work, assemblies, Personal Social, Health & Citizenship Education curriculum)
- Discuss friendships and positive relationships on a regular basis
- Ensure adequate supervision in playground and training of all school staff on behaviour management (including the prevention of bullying)
- Positively encourage caring and actively discourage bullying
- Use specialist support in the form of social skills groups, ELSA, anger management and individual support for pupils
- Regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed
- All staff are ready to deal with bullying incidents in a sensitive and responsive manner.
- We actively follow-up incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken.

Procedure for Dealing with Bullying

- All complaints to go to the Class Teacher before reporting it to the Deputy Headteacher and Headteacher. Class teachers are best placed to have a deeper understanding of the situation and to investigate.
- Record all incidents and discussions with all children involved. All concerns and discussions to do with bullying must be logged on CPOMS and shared with the Senior Leadership Team.
- Involve parents and explain action taken, why and what they can do to reinforce and support. Communicate report to parents.
- Stress that watching and doing nothing is supporting (some children prefer this as an option).
- Be aware and directly tackle any racist, sexist or homophobic language.
- Give support to both the victim and the bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully and instead find out why they are bullying.
- Reward non-aggressive behaviour.



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- Follow up, to support victim and prevent reoccurrence (monitor closely).
- Make clear to parent unacceptability of bullying, e.g. no 'hit him back' attitude.
- Help children to see other points of view: "How would you feel if ...?"

Online-Bullying

Online bullying is defined as the act of using the Internet, mobile phones, video games, or other technology gadgets to send, text, or post images intended to hurt or embarrass another person. *"It is also defined as acts of aggression through computers, mobile phones, and other electronic devices" (Jackson & Cohen, 2012)*

At Lovlace Primary School we have a zero tolerance policy on this kind of behaviour. The law gives schools the power to intervene in such cases even when they have happened outside of school time, using technology that is not the schools. Those who participate in online bullying often use groups of friends to target their victims. An action as innocent as adding derogatory comments to another's photograph could rapidly spiral out of control and young people may not realise that their actions constitute bullying, however the following are the most commonly reported:

- Email – Can be sent directly to an individual or group to encourage them to participate in the bullying and can include derogatory comments or harassment.
- Instant messaging – messages can be sent directly to an individual or group who can then be included in the conversation. See above
- Social networking sites – anonymous profiles can be set up to make fun of someone and each person contributing to these pages can soon worsen the problem. Inappropriate and threatening comments and images can also be posted and circulated without consent.
- Mobile Phones – Anonymous and abusive text or video messages and photo messages and phone calls can be shared via phones. This includes the videoing and sharing of physical attacks on individuals
- Interactive gaming – Games consoles allow users to chat online with anyone. Sometimes online bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours and hack into accounts.
- Sending viruses – These can be sent from one person to another in order to destroy computers or delete personal information from their hard drive.
- Abusing personal information – Personal and sensitive information (including videos and photographs) could be uploaded onto the internet without the victim's permission. Some instances of cyberbullying are affiliated with gangs and can escalate into physical attacks.
- Online sexual harassment. Which may be part of a wider pattern of sexual harassment/violence. It may include: - Consensual and non-consensual sharing of nude and semi-nude images and videos. - Sharing of unwanted explicit content; - Upskirting; - Sexualised online bullying; - Unwanted sexual comments and messages, including, on social media; - Sexual exploitation, coercion and threats.

We take all instances of online bullying extremely seriously and will not tolerate it. We record all instances of cyberbullying and will escalate concerns to the police where necessary. We encourage children to store the electronic records of abuse which will be essential in any subsequent investigation.

Monitoring E-Safety Incidences and Reporting Abuse

We use School Protect to monitor online activity accessed through the school's network system. This is to ensure that the internet is used safely. Any form of electronic or digital abuse will be reported to CEOP service www.ceop.police.uk and also to the Headteacher and the Designated Safeguarding Leader at Lovlace Primary School.

Any incidences which place a young person in immediate danger will be reported to 999.