



Stroud Green Primary School

Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Behaviour and Anti- Bullying Policy (including how to deal with discriminatory incidents)

Policy Originator	Jo Bartlett
Governor Responsible	Sophie Hall
Status	Statutory
Last reviewed	21 st September 2016
Ratified on	20 th October 2016
Review period	Annual
Signed	

Aims

At Stroud Green Primary, our mission is to provide excellence and enjoyment for all children at the centre of our community. By providing a calm, stable and caring environment, our children feel happy, safe and secure and are able to take advantage of all available learning opportunities. They are encouraged to develop as responsible citizens because 'a clear school behaviour policy, consistently and fairly applied, underpins effective education' (*Behaviour and discipline in schools (DfE January 2016)*).

Our Behaviour policy acknowledges our legal duties under Section 89 (1) of the Education and Inspections Act 2006, the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND and Governors responsibilities, under Section 175 of the Education Act 2002, to ensure arrangements are made to safeguard and promote the welfare of children. We will teach, through the curriculum, values and attitudes, knowledge and skills, to promote responsible behaviour, self-discipline and respect for us and the world around us. Children contribute to behaviour policy through involvement in the development of school rules and in discussion about policy and practice.

This policy should be read alongside other key policies: Safeguarding and Child Protection, Attendance, SEN, Race, Equality and Community Cohesion, PSHE/Citizenship,

Objectives

- To value the diversity of our school community and meet children's varying needs.
- To support the development of good self-esteem and self-discipline
- To have high expectations for all children's work and behaviour.
- To ensure the emotional and physical safety of everyone in the school.
- To promote pride in our school environment.
- To promote good behaviour and respect for people and property
- To swiftly address unacceptable behaviour, incidences of discrimination and bullying.
- To be consistent and fair, giving children positive recognition for their contributions.

Equal Opportunities

We are committed to challenging stereotypes and discrimination. We believe it is the right of all children, regardless of gender, ethnicity, physical or academic ability, linguistic, cultural or home backgrounds, to have access to quality learning experiences in a safe, secure and supportive environment. Whilst we recognise children's behaviour can be variable and can be affected by situations, we believe it is important for all staff to have a whole school approach to promoting positive behaviour based on clear and consistent expectations. In certain cases, a child presenting with challenging behaviour, may find it difficult to follow rules and expectations. In these cases, a child will have a personalised education plan with specific targets and strategies, working in close partnership with the DHT/Designated Safeguarding Lead and/or SENCO.

Bullying and Discriminatory Behaviour

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be physical (hitting, kicking, theft), verbal (name calling, discriminatory remarks), indirect (spreading rumours, excluding someone socially) and cyberbullying (receiving and sending messages with unkind and inappropriate comments). Bullying is anti-social behaviour and affects everyone. We do not tolerate bullying of any kind.

Bullying can cause stress and can affect a child's health and academic performance (see Appendix 3 - Signs and Symptoms of Bullying). We will respond promptly and effectively to bullying (see Appendix 4: Responding to Bullying and discriminatory incidents). Children are encouraged to report bullying to staff. Children who are bullying need to learn different ways of behaving.

School Rules

Stroud Green Primary has Golden Rules which are underpinned by agreed rewards and sanctions. These are displayed around the school. Children are involved in reviewing the rules at the start of each year and they revisit them regularly. The rules, rewards and sanctions are communicated to families and they are urged to discuss these rules at home with their children.

EYFS GOLDEN RULES	KS1 GOLDEN RULES	KS2 GOLDEN RULES
Classroom	Classroom	Classroom
<ul style="list-style-type: none"> <input type="checkbox"/> Follow instructions <input type="checkbox"/> Keep your hands, feet and objects to yourself. <input type="checkbox"/> Listen. <input type="checkbox"/> Use a quiet voice. <input type="checkbox"/> Look after each other and property. <input type="checkbox"/> Leave sweets, toys or other valuables at home 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow instructions <input type="checkbox"/> Stay on task, let others do their work. <input type="checkbox"/> Keep hands, feet and objects to yourself <input type="checkbox"/> No shouting, swearing or name calling <input type="checkbox"/> Look after each other and property. <input type="checkbox"/> Leave sweets, toys or other valuables at home 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow instructions <input type="checkbox"/> Stay on task, let others do their work. <input type="checkbox"/> Keep hands, feet and objects to yourself <input type="checkbox"/> No shouting, swearing or name calling <input type="checkbox"/> Look after each other and property. <input type="checkbox"/> Come to lessons equipped and settle to work quickly <input type="checkbox"/> Leave sweets, toys or other valuables at home
EYFS GOLDEN RULES Out of Class	KS1 GOLDEN RULES Out of Class	KS2 GOLDEN RULES Out of Class
<ul style="list-style-type: none"> <input type="checkbox"/> Walk and use a quiet voice in the building. <input type="checkbox"/> Keep hands, feet and objects to yourselves. <input type="checkbox"/> Follow instructions <input type="checkbox"/> Line up quickly and quietly. <input type="checkbox"/> Do not enter the building without permission. <input type="checkbox"/> Line up quickly in the place set for your class 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk and use a quiet voice in the building. <input type="checkbox"/> Keep hands, feet and objects to yourselves. <input type="checkbox"/> Follow instructions <input type="checkbox"/> Line up quickly and quietly. <input type="checkbox"/> Do not enter the building without permission <input type="checkbox"/> Line up quickly in the place set for your class <input type="checkbox"/> No swearing or name calling or bullying <input type="checkbox"/> Do not leave the classroom or building without permission 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk and use a quiet voice in the building. <input type="checkbox"/> Keep hands, feet and objects to yourselves. <input type="checkbox"/> Follow instructions <input type="checkbox"/> Line up quickly and quietly. <input type="checkbox"/> Do not enter the building without permission <input type="checkbox"/> Line up quickly in the place set for your class <input type="checkbox"/> No swearing or name calling or bullying <input type="checkbox"/> Do not leave the classroom or building without permission
<p>REMEMBER... If someone upsets or hurts you, you should not do the same thing back. Say, 'Stop it I don't like it.' Tell an adult if you are hurt, sad or unhappy.</p>		

Rewards and Sanctions

Our behaviour policy is heavily weighted towards positive reinforcement of good behaviour. We believe good discipline arises from good relationships and from setting high expectations for good behaviour. Children who work and behave well or who try hard to improve receive a variety of rewards. All staff use the 'Going for Gold' system. This promotes self-control and co-operation and encourages children to take responsibility for their own behaviour, using a clear and transparent system of praise and sanctions that is linked to the school's ethos and agreed rules.

Each class displays a 'Going for Gold' chart. Each day all children start the day on 'green' on the chart. They move up or down colours, dependent on their behaviour. Children can move up and down quite quickly, thus positive behaviour is reinforced and undesirable behaviour is acted upon instantly. So that the children's responsibility for their own behaviour is reinforced, they generally work the chart themselves. The system is carried out consistently in each class and across the school. Each day all pupils start on Green so there is a fresh start and an opportunity to do well.

Positive Behaviour and Learning Reinforcement Steps

- Green – where all children begin and the minimum expectation for the end of the day
- Silver – the first step to reward exceptional behaviour, effort or work
- Gold – the second step to reward exceptional behaviour, effort or work. Children who end the day 'on gold' go to the Headteacher the following day for a sticker and small prize.
- The child's name is also entered into the 'Gold Book'.
- If a child's name is entered in the 'Gold Book' three times in a term they are presented with a certificate, medal, and their name is publicised in the Newsletter.

Sanction Steps

- Green - where all children begin and the minimum expectation for the end of the day
- Yellow – First warning
- Red – Second warning. Child sent for time out in designated area in class or partner class
- Blue – Final warning. Child sent to HT and name entered into the 'Behaviour Book'.
- If a child is entered in the book 3x per term, parents are asked to attend a meeting at school.

Staff also use raffle tickets to reward children for their good positive behaviour. Every week raffle tickets are entered into a weekly draw during our Work of the Week Celebration Assembly This gives them a chance to, 'win a prize.' Individual Reward Charts may be given to individuals who need additional encouragement. A target is set for the number of stickers needed over a set period of time to receive an agreed reward. Whole-class rewards are also given encouraging children to work collaboratively towards a pre-agreed treat.

Sanctions

Sometimes it is necessary to employ a number of sanctions to enforce the Golden Rules and ensure a safe and positive learning environment. Sanctions must be consistent and appropriate. When dealing with all forms of inappropriate behaviour, teachers must be calm yet firm, referring to the inappropriate nature of the behaviour not the child and explaining the consequence of continuing the misbehaviour. Persistent/serious misbehaviour needs recording, but every child must feel that everyday is a fresh start.

Corporal punishment is not used nor is any form of humiliating punishment. In line with child protection and safeguarding policy staff will only physically intervene to restrain a child in exceptional circumstances in order to prevent injury or damage. All instances when restraint was used as a last resort are recorded in the Positive Handling log book.

The school identifies unacceptable behaviour and sees this as having, 'levels.'

Behaviours		
Low level	Moderate level	Serious level
Fidgeting/ fiddling Dropping litter Not following instructions Shouting out Being off task Wandering out of seat when you should be working Unkind remarks towards others or their family Bad language (one off) Time wasting Telling untruths Spitting Saying rude things Not handing in mobile phones Running in corridors Pushing in line Borrowing without permission Leaving work area untidy. Poor sportsmanship	Distracting others Willful vandalism/graffiti. Consistently shouting out Poor effort Poor attendance/ punctuality Coming unprepared for work (continuously) Walking out of class Hurting others or fighting Coming unprepared for work (continuously) Stealing Interfering with other children's property Disregarding adults or overtly refusing to cooperate Swearing at staff Threatening/aggressive behaviour outside of school, bringing the school into disrepute	Serious assault Throwing/kicking furniture or equipment Vandalism e.g. wilfully destroying school property Serious physical/verbal threats made to staff or children Wilfully hurting another pupil or adult (violent verbal or physical outbursts) Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language Racist abuse/ discriminatory incidents Bullying (including cyber bullying)

If the class/school rules are broken children will be given a reminder of what the appropriate behaviour is, followed by staged sanctions. Teachers have arrangements with link classes to accommodate pupils on Time Out should it be necessary. If a pupil is sent to another class a responsible child must accompany them.

When a child has been placed on blue three times, a formal meeting with parents is called. Children that continually display poor decisions or poor social skills will be allocated a place in a specialised group. Children in these groups engage in activities to address particular behaviour or social needs.

If serious level behaviours disrupt a class, the Headteacher or Deputy Head is contacted and the child is removed from class, without continuing through the stages on the Going for Gold chart. A system of 'emergency triangles' are used by staff to summon help either immediately or at the next convenient moment if a child refuses to visit the Head or Deputy Head. These incidents trigger a letter or a phone call home to the parents. It is important that families respond to requests to meet and discuss the way forward. We value the knowledge families have about their children and this helps us to devise effective strategies to prevent a recurrence. Such incidents are treated as early warning signs of possible disaffection and should not be ignored.

Sanctions and Procedures		
Low level	Moderate level	Serious level
Frown Verbal check Withdrawing attention Asked to repeat activity Work taken home to complete Sit alone Miss out on an activity Warning Child writes letter of apology Related sanction e.g. clean up mess, complete work.	Some time deducted from play/lunch Time out in another class Extra work Reflect and write Contact with parents Informal parents phone call or meeting Loss of privileges Referred to Deputy head Internal exclusion EWO referral Put in place pastoral support	Deputy to inform HT Involve parents Involve Senco/DSL Involve outside agency to access support Weekly behaviour report home Pastoral Support Plan Lunchtime exclusion Internal exclusion Modified timetable Fixed term exclusion Permanent exclusion
Low level behaviours are usually dealt with in class. Children asked to go down a colour on 'GOING FOR GOLD' chart Any persistence of low level behaviours would move into moderate level.	When there are repeated incidents of any moderate behaviours, the DHT or the Headteacher is informed. Parents will be informed of school concerns. Repeated incidents may result in serious level sanctions	When there are serious level behaviours, parents are informed and they will be expected to attend a formal meeting. Exclusion may be used as last resort.

Confiscation of inappropriate items

Staff may reasonably confiscate pupil's property as a punishment. Confiscated items will be returned once parents or carers are able to collect them in person. Parents are expected to ensure children do not return these items to school again. The exception to this is when items confiscated are 'prohibited items' (i.e. knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property). Weapons and knives and pornography will always be handed over to the police.

Use of Force to Control and Restrain Pupils

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Seclusion

On rare occasions disruptive pupils may need to be placed in an area away from other pupils for a limited period. An adult will supervise the child at all times and ensure health and safety and any requirements in relation to safeguarding and pupil welfare are met. The child will be allowed time to eat or use the toilet. Children will be kept in seclusion for no longer than is necessary and the time there will be used as constructively as possible to allow a child to focus on their work and to review the behaviour that led them to be placed in seclusion.

Fixed-term and permanent exclusions

For continual unacceptable behaviour or in case of serious verbal or physical violence a child may be excluded from school. This could be a fixed-term exclusion, or on rare occasions, a permanent exclusion. Only the Headteacher (or the acting head) can exclude a child from school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year. It is also possible for the Headteacher to convert fixed-term exclusions into permanent exclusions. If the Headteacher excludes a child, the parents are informed immediately, giving reasons for the exclusion, and it is made clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded.

The Role of Pupils

Pupils input is sought in both reviewing and implementing our behaviour and anti-bullying policy. They do this by participating in PSHE/Circle Time and School Council sessions. Older children are recruited to become Peer Mediators. They work in KS1 & KS2 playgrounds at lunchtime.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and work in partnership with the school, so children receive consistent messages about how to behave at home and at school. We expect parents to read our rules, rewards and sanctions and to support them. Parents are expected to behave in a reasonable manner towards staff, and deal with issues that arise in an atmosphere of trust and mutual respect. Verbal or physical aggression to staff by parents or carers will be reported immediately to the Headteacher who will take appropriate action. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher or Deputy may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Staff

All school staff have a responsibility to uphold the behaviour policy. Paid staff with responsibility for pupils, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Punishments are proportionate and account is taken of the pupil's age, any SEND they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances. If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff will follow the schools' safeguarding policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

Children are taught that rough play and potentially dangerous behaviour in communal areas and the playground is unacceptable. Lunchtime staff are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. Whilst serious misdemeanors are reported to SLT, less serious issues that contravene the out of class rules are addressed using agreed staged sanctions. These are implemented in a way that mirrors classroom sanctioning. Our Learning Mentor and Peer Mediators help support children resolve low-level conflict using conflict resolution techniques they have been taught to apply. Occasionally, a child

finds this less structured time so difficult to cope with that families may be asked to make alternative arrangements for their child during this time.

We believe that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Our teaching staff are expected to be positive, enthusiastic and have high expectations of learning and behaviour. The class teacher ensures the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Staff are expected to give parents

feedback about their child's behaviour and are encouraged to let parents know about the good days and well as the not so good days. Teaching staff are expected to deal with parental concerns in a timely, respectful and professional manner, involving senior staff as appropriate.

Role of the Headteacher and Leadership Team

The Headteacher is required to ensure the health, safety and welfare of all children in the school. The Senior Leadership Team monitor the consistent implementation of the policy, model behaviour they want staff to adopt, praise good behaviour and celebrate successes. The Headteacher will ensure staff have access to continued professional development to support them in their roles. They will ensure staff understand the special needs of pupils. If key individuals are likely to misbehave, clear plans will be in place in partnership with the parents or carers, outlining the support required for these children. All staff will be made aware of these Pastoral Support Plans.

The Headteacher keeps records of serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Head will report to governors, when requested, on the effectiveness of the policy.

Role of the Governors

The governing body has the responsibility of agreeing general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The Headteacher must take this into account when making decisions about behaviour.

Recording, Monitoring and Evaluating Behaviour

The Headteacher is responsible for the overall monitoring of the behaviour policy. Regular meetings take place with all staff, to raise general awareness of the policy and to discuss individual children.

The Headteacher reports to Governors on patterns of behaviour and bullying and discriminatory incidents. Reports are submitted to the Local Authority in the term following data collection (i.e. summer term data is shared in the autumn term) and this data is shared with Governors via Head Teacher Reports.

We evaluate the effectiveness of this policy by measuring performance in a number of ways:

- Collecting data from the Blue and Gold Books
- Comparing the number/nature of bullying and discriminatory incidents
- Behaviour audits
- Attendance data
- Exclusion data
- Pupil performance data
- Pupil, parent and staff feedback

The overall effectiveness of the policy is reviewed every two years in consultation with staff, children and the Governors' Curriculum Committee before being ratified at a full Governing Body meeting.

The Headteacher publicises the school behaviour policy, in writing, to staff, parents and pupils at least once a year. The behaviour policy is published on its website.

Appendix 1: Background guidance and requirements

Legislative links:

Education Act 1996
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014
Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Useful links:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
<https://www.gov.uk/government/publications/school-exclusion>
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Appendix 2: Behaviour checklist for teachers (from *'Behaviour and discipline in schools (January 2016)*)

Classroom

Know the names and roles of any adults in class.
Meet and greet pupils when they come into the classroom.
Display rules in the class - and ensure that the pupils and staff know what they are.
Display the tariff of sanctions in class.
Have a system in place to follow through with all sanctions.
Display the tariff of rewards in class.
Have a system in place to follow through with all rewards.
Have a visual timetable on the wall.
Follow the school behaviour policy.

Pupils

Know the names of children.
Have a plan for children who are likely to misbehave.
Ensure other adults in the class know the plan.
Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.
Praise the behaviour you want to see more of.
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
Differentiate.
Stay calm.
Have clear routines for transitions and for stopping the class.
Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

APPENDIX 3 - Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

APPENDIX 4: Responding to Bullying and discriminatory incidents

Checklist for investigating an incident of bullying or a discriminatory incident

- Who was involved – is there or are there apparent victims? Is so who is it/are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When and where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

Procedures when dealing with bullying and discrimination

The following steps may be taken when dealing with bullying and discrimination:

- If bullying is suspected or reported, the incident is dealt with immediately
- Staff member investigates alleged bullying by consulting the victim/s.
- If an incident of bullying has taken place it will be referred to the Head or DHT. Agreement will be reached as to whether this incident constitutes bullying or is an incident of poor behaviour.
- If deemed to be bullying, the Head or DHT speaks to pupils involved. Parent/Carers of the victim/s and perpetrator/s will be informed and a meeting offered to discuss the incident. A written copy of events is kept and updated until the situation is resolved. Details of all bullying and discriminatory incidents are recorded electronically and sent to the Local Authority termly as part of the Local authority's monitoring procedures. Sanctions are used in accordance with the school's discipline policy.
- Victim support is given immediately and during an agreed period of review. Support from peers, staff, parents and outside agencies may all be used to restore self-esteem and confidence and to ensure the victim does not suffer long term effects. After a period of time staff meet with the victim to reassess the situation and the relationship between those involved.
- Sanctions and learning support is given to the perpetrator, holding them to account for their behaviour and helping to change or modify behaviour rather than label anyone as a bully.

Strategies to prevent bullying and discrimination

We use the following strategies to prevent bullying and discrimination:

- We raise awareness of the nature of bullying through our SEAL curriculum, activities during National Anti-Bullying Week, PSHE, assemblies and across subject areas.
- Differentiated emotional literacy groups e.g. programmes to raise self-esteem in pupils.
- Constant monitoring of school buildings and grounds to ensure safety and security
- Involvement of all staff to ensure a consistent approach is in evidence.
- An open door policy in the school including 'Helping Hands' cards;
- Encouraging pupils and parents to report bullying.
- Raising awareness so pupils are clear about the roles they can take in preventing bullying.
- Paired learning, buddy systems and peer mediation.
- We apply positive behaviour strategies, discuss effects of bullying, provide a mentor/buddy, peer mediation, involve agencies and services (e.g. Educational Psychologist, Behaviour Support Team). Perpetrators learn to behave in ways which do not cause harm in future because they have developed emotional skills and knowledge and learnt how to take steps to repair the harm caused.