



Cawood Church of England Primary VA

Anti-bullying Policy (2023)

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I have come that they may have life and have it to the full. (John Chapter 10 verse 10.)

PFTW – Perseverance, Friendship. Thankfulness and Wisdom
Stepping forward together.

5 ways to flourish – Living life to the full.
Take notice, Connect, Be active, Give, Keep learning.

5 Ways to flourish

John chapter 15 V 4

Stay Connected

Remain in me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine. Matthew Ch. 6 V. 9 This then is how you should pray....
Our Father.....

Matthew Chapter 25 V 20

Always do your best

The man who had received the five talents brought the other five. 'Master,' he said, you have entrusted me with five talents. See, I have gained five more.'



Matthew Ch. 6 V 26

Do Not Worry

Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them. Are you not much more valuable than they? Who of you by worrying can add a single hour to his life?

Matthew Ch. 2 V 11

Give Great gifts

...and they bowed down and worshipped him. Then they opened their treasures and presented him with gifts of gold and of incense and of myrrh.

Luke Ch.6 V. 31

Do to others as you would have them do to you.

John Ch. 14 V 5

Learn all that you can.

Thomas said to him, "Lord, we don't know where you are going, so how can we know the way?"

Matthew Ch.11 V. 29

"Take my yoke upon you and learn from me, for I am gentle and humble in heart."

We believe that all children are loved by God, individual and unique. Our vision and aim are to help each child to fulfil their potential in all aspects of their personhood; physically, academically, socially, morally and spiritually. We believe that life is a gift from God and our aim is that all may flourish and have abundant life. This policy is written to express our determination to remove any factors that might represent a hindrance to the child fulfilling their life potential and fulfilment.

Anti-bullying

Bullying is not tolerated at Cawood Church of England Primary School. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.

What is bullying?

Bullying can take different forms and there are different definitions of bullying. At Cawood, we consider bullying as the repetitive, intentional hurting of one person or group by another person or group, where their relationship involves an imbalance of power. It can happen face to face or online.

- 'Bullying' is an emotive word. At Cawood CE Primary we recognise that bullying has three recognisable characteristics:
- It is deliberate, hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

- physical – hitting, kicking, taking belongings
- verbal – threats, name-calling, insulting comments, racial remarks
- indirect – spreading nasty stories about someone, excluding someone from social groups or using different forms of cyberbullying

However, if two pupils have an occasional quarrel, this is not bullying.

If two children fall out playing a game (football or another game), this is not bullying.

If someone is hurt playing a game, this is not bullying. It is bullying if

- It is deliberate, hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves. (as above)

Why we must tackle bullying:

Bullying is deliberate, malicious and hurtful. Preventative measures are in place and any instances of bullying are dealt with quickly. It is essential to understand the impact on the individual to emphasise the reason why any bullying must be tackled effectively and at the first signs of it. The ACAS definition of bullying is useful here to recognise the impact on an individual...

“bullying behaviours can make someone feel frightened, less respected or put down, made fun of, upset”

- bullying makes pupils unhappy
- pupils who are being bullied are unlikely to concentrate fully on their school work
- some pupils try to avoid being bullied by not wanting to go to school
- pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour
- we aim to maintain Cawood Church of England Primary School as a safe, happy, and, caring school, where everyone matters and everyone achieves. Therefore we take action against bullying.

How we tackle bullying

Cawood Church of England Primary School promotes values that reject bullying behaviour and encourage kindness, friendship and cooperative behaviour.

We include the issue of bullying in our curriculum, in our worship time, in our Personal, Social and Health Education and our SEAL programme. Staff encourage honest and direct discussion and explore ways of

problem-solving in personal disagreements. We hold a whole school anti-bullying themed week during the national anti-bullying week which usually takes place in the third week of November. Pupils are often reminded that they should tell staff if they feel they are being bullied and staff inform the headteacher. All incidents of bullying are fully investigated and if necessary a record is kept. Any bullying behaviour will be responded to promptly and consistently in line with our Behaviour Policy. It is therefore likely that incidents of bullying will be handled at step 4 where parents are informed and invited to talk about the behaviour with a senior leader.

Children need to be reassured that telling parents or teachers is the right thing to do

Incidents of bullying or hate incidents happening outside of school

Any incident of bullying which happens outside school, including cyberbullying, will be investigated by the school and the school will consider how best to respond.

The school may deal with a matter internally or seek help and guidance from professional agencies such as the social services, the police, the diocese, and the North Yorkshire education and safeguarding office.

The school will consider the views of the parents in what might involve sensitive matters regarding accusations and instances of bullying and look to have an agreement as to the best way of handling an allegation. The decision to escalate the matter beyond the jurisdiction of the school will rest with the Headteacher in consultation with the appointed safeguarding governor.



The role of staff

- Because bullying is unacceptable, all staff must take all forms of bullying seriously. Teachers, teaching assistants and other staff should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is unacceptable.
- If staff witness an act of bullying, they should investigate it themselves (and ensure a senior teacher is informed), or refer it to the Head directly.

- Staff must support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health; other adults will monitor and restore the child's wellbeing through checks, smiles and other "signs" that they are being looked after and are safe. The child's parents / carers will be consulted.
- Staff must also aim to stop the problem: for the child who has bullied, the 'warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable; other adults will be vigilant about monitoring the child's choices and wellbeing.
- Some restorative discussions between the victim and perpetrator, overseen by staff, are likely to take place.
- All teachers and teaching assistants should follow PSHCE (Personal, Social and Health Educations) and Circle Time activities on a frequent, regular basis; many of these sessions should centre on bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, all classes will participate in the national Anti-Bullying Week.
- We strive to maintain a Christian and caring school based on the values of perseverance, friendship and thankfulness and wisdom (PFTW) so making bullying less likely: when children feel they are important and belong to a Christian community, bullying is far less likely to exist.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on bullying and establishing positive friendships.
- Parents / carers concerned about bullying should contact their child's class teacher or the Head straight away. They might be worried that their child is being bullied, but they should also contact the school if they suspect their child may be bullying someone else.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Head to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Appendix 1: Online bullying (also known as cyberbullying)

Definition

Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online. Cyberbullying is most certainly on the increase - more and more cases are being reported to our helpline by children and by extremely worried parents.

See: The National Bullying Helpline - Cyberbullying – Information and advice for victims of online bullying or harassment. (2021)

How is online bullying different?

Cyberbullying is bullying online and any form of anti-social behaviour over the internet or via a mobile device. It is an attack or abuse, using technology, which is intended to cause another person harm, distress or personal loss

has the following key characteristics:

- Online bullying can take place at any time, in any location; technology allows the user to bully anonymously
- Online bullying can occur on a vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of an online bully or a target varies – age / size is not an issue
- Online bullying incidents can be used as evidence
- Online bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Online bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt caused can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults; this can make it difficult for adults to recognise potential threats

Some examples of cyberbullying can include:

- **Spreading malicious and abusive rumours and gossiping**
- **Emailing or texting you with threatening or intimidating remarks**
- **Mobbing (a group or gang that target you)**
- **Harassing you repeatedly**
- **Intimidation and blackmail**
- **Stalking you online and continually harassing you**
- **Posting embarrassing or humiliating images or video's without your consent**
- **Posting your private details online without consent**
- **General Bullying or Stalking**
- **Grooming (enticing or goading you online to self-harm or commit a crime)**
- **Setting up a false profile, Identity fraud or identity theft**
- **Using gaming sites to attack or bully you**
- **Theft, Fraud or deception over the internet**

At Cawood, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Key advice to pupils:-

When and how should you take action against cyberbullying?

If you see something inappropriate.

If you ever come across anything on the internet that makes you feel uncomfortable, no matter where it is, report it immediately to your parents or carer if you are at home or to a teacher if you are at school.

If someone spreads rumours about you online

If someone has posted false and malicious things about you on the internet or a social networking site, it may be regarded as harassment. This can be very distressing. Anything nasty posted about you can be seen by lots of people, very quickly, because it's so public and because the bullies make sure they tell everyone where to find the abuse. The bullies know this. These bullies are cowards as they hide behind the technology to bully others!

Increasingly common are complaints that the spreading of malicious rumours and vicious gossip is being carried out by a person who was once your best friend. So choose your friends carefully. Be careful what you tell your friends. Keep your secrets to yourself. Only tell people things if it wouldn't embarrass you if other people found out about it.

If you are being threatened

If threats are made against you then it's essential that you alert someone you trust, or call a helpline or contact the Police. If someone is threatening you on the internet, or threatening someone you know, they could be committing a criminal offence.

Try to record the threat or the offensive message by pressing the 'print screen' button, you should be able to print off a hard copy of the threatening text or images. Keep it safe and show it to your parents, carers or a teacher - someone you trust.

If you are being asked to do something that feels wrong or makes you feel uncomfortable.

Close down your computer connection immediately and tell a trusted adult about what has happened.

Keeping yourself safe online (grooming)

Do not allow yourself to be intimidated into taking part in unacceptable behaviour over the internet, by someone online who you do not know. Simply do not participate in something you feel uncomfortable about. Just refuse. Say NO!

These are not true friends. They cannot be trusted. They are NOT the sort of people you want to be associated with. They may even threaten you saying that if you do not do exactly what they say, they will

contact your family and/or friends and tell lies about you. They are unlikely to do this. This is just to frighten you into doing what they want you to do! Don't fall for it!

You wouldn't get into a car with a stranger, would you? Report it immediately to someone you trust. Do not hesitate to tell a teacher or report the matter to the Police. The Police are now able to get information from your computer's hard drive but it would be helpful if you did not delete anything that might be useful evidence.

If someone posts inappropriate pictures of you

We all know how easy it is to snap a picture on a camera or mobile phone and then post it up on Facebook or the internet. Yes, isn't technology simply amazing. It can also be dangerous if used to harm someone.

Don't let anyone take pictures of you that might embarrass you. If someone has posted an inappropriate picture of you, ask them to remove or take it down. If this is not an option then the forum used to display the image will if you contact them. If you are the one that's posting images, make sure that you have a person's permission to take a picture of them for posting online, before you proceed. Once it has been posted thousands of people can see it on the internet. Don't offend others.

Don't hurt someone you care about by uploading their picture for others to have a laugh at. You might think it is funny but the other person could be very upset and seeing it as bullying. Don't digitally alter pictures of people either because what you might think is funny, may be offensive to other people.

The following points are taught to year 5 and year 6 pupils, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like a mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police
- If you see online bullying take place then support the victim and report the bullying

Key advice for parents / carers

- Be alert to your child being upset after using the internet / phone – they may be secretive, change relationships with friends
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of online bullying – emails, online conversations, texts etc
- Report the online bullying
- Contact the school so that we can understand how the child may be feeling and take any appropriate action
- Contact the service provider eg website, phone company etc
- If the online bullying is serious and a potential crime has been committed, consider contacting the police

There's plenty of online advice on how to react to online bullying eg www.kidscape.org.uk has some useful tips.

Appendix 2: Hate incidents

At Cawood, we take hate incidents very seriously. Hate incidents stand in direct opposition to our core Christian values (PFTW) and particularly friendship. We follow the guidance set out by Citizens Advice. This is helpful as it sets out a precise definition.

What are hate incidents?

The police and Crown Prosecution Service have agreed on a common definition of hate incidents. which is also helpful for our understanding and school definition?

Something is a hate incident if the victim or anyone else thinks it was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation.
- age
- appearance

This means that if **you** believe something is a hate incident it should be recorded as such by the person you are reporting it to. The school will record hate incidents based on these five personal characteristics.

Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child.

What type of incidents can be a hate incident?

Hate incidents can take many forms. Here are examples of hate incidents:

- verbal abuse like name-calling and offensive jokes
- harassment
- bullying or intimidation by children, adults, neighbours or strangers
- physical attacks such as hitting, punching, pushing, spitting
- threats of violence
- hoax calls, abusive phone or text messages, hate mail
- online abuse for example on Facebook or Twitter
- displaying or circulating discriminatory literature or posters
- harm or damage to things such as your home, pet, vehicle
- graffiti
- arson

What can you do about a hate incident or crime?

If you've experienced a hate incident, or think you have, you must report it immediately to someone who you trust – your parents or carer or a teacher.

When reporting the incident you should say whether you think it was because of disability, race, religion, transgender identity, sexual orientation, age appearance or a combination of these things.

(Please see the Hate incident record form below.)

Hate incidents may be based upon various protected characteristics. In a primary school, the most common might be homophobic / sexual orientation, race / ethnicity (including caste), religion / belief, disability / SEN, and gender identity.

The following table presents some (not all) examples of unacceptable behaviour; the incidents are presented in the context of racism and homophobia, but similar incidents might occur stemming from some other prejudice or hate eg gender or disability.

Racist behaviour can include:

- physical assault because of colour and / or ethnicity
- derogatory name-calling, insults and racist jokes
- racist graffiti
- provocative behaviour eg wearing racist badges / insignia
- bringing racist materials eg leaflets, magazines into school
- verbal abuse / threats
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not)
- racist comments in the course of lessons
- ridicule of cultural differences eg food, music, dress etc
- refusal to cooperate with other people because of their colour and / or ethnicity

Homophobic behaviour can include:

- physical assault because of sexual orientation or perceived sexual orientation
- derogatory name-calling, insults and jokes
- homophobic graffiti
- provocative behaviour eg walking / talking in a deliberately exaggerated effeminate or masculine way
- bringing homophobic materials eg leaflets, magazines into school
- verbal abuse / threats
- incitement of others to behave in a homophobic way
- homophobic comments including misuse of terms eg 'That pencil case is so gay'
- ridicule of differences eg likes and dislikes
- refusal to cooperate with other people because of their sexual orientation

Aims and objectives - being proactive against all forms of hate and bullying.

We want our school to be a joyful and secure environment where everyone can learn and flourish irrespective of their sexual orientation, race / ethnicity (including caste), religion / belief, disability / SEN, and gender identity, or other protected characteristic. It is not possible to achieve this if anyone faces prejudice or hostility. This is wrong. We therefore do all we can to prevent it by sustaining a Christian, happy and healthy whole school ethos based on our Christian values (PFTW). This is underpinned by our 5 ways to flourish and in particular, the biblical text *Do to others as you would have them to you*: (Luke 6 verse 31) to give good gifts. **(To give).**

We want to:

- make our school joyful, safe and welcoming for all pupils, parents, staff
- sustain an environment in which prejudicial / hate-based assumptions, attitudes and behaviour are challenged
- sustain a Christian environment in which we all recognise and celebrate our similarities and our differences
- provide a curriculum that incorporates the Christian values and emphasises the positive aspects of community cohesion, where people respect and celebrate other people, their differences and their similarities
- give all pupils, parents and staff the confidence that racism, homophobia or other prejudice can and must be eradicated
- ensure staff are always aware of implicit racism, homophobia or other prejudice and issues surrounding the use of correct terminology, customs, language etc
- ensure staff directly intervene when they are aware of hate incidents

The role of children

- All pupils should know that racism, homophobia and other types of bullying / prejudicial behaviour is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they know of any incidents in our school. If incidents persist, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback eg weekly Circle Time or PSHCE sessions, School leadership meetings, informal conversations with staff. These views can be specifically about racism, homophobia and other types of bullying / prejudicial behaviour but may also be about how safe and welcome they feel at school.

The role of staff

- All staff must take hate incidents seriously; they must aim to ensure racism, homophobia and other types of bullying / prejudicial attitudes and behaviour are seen as unacceptable and contrary to Christian values. Teachers and teaching assistants should communicate to all children, other staff and parents the message that such attitudes and behaviour is wrong and unacceptable at school and in society.
- All hate incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of hate incidents, they should refer them to the Headteacher.
- Adults must fully support the victim of a hate incident. Time is spent to restore the victim's confidence, happiness and other aspects of health. Other adults will monitor and restore the child's wellbeing through checks, smiles and other "signs" that they are being looked after and are safe. The child's parents / carers will be consulted.
- They must also aim to stop the problem. For the child who has demonstrated racist, homophobic or other bullying / prejudicial behaviour, the 'warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Time is spent with the perpetrator to explore attitudes and reasons and to make clear that the actions are unacceptable. Other adults will be vigilant about monitoring the child's choices and well-being.
- Teachers and teaching assistants should follow PSHE (Personal, Social and Health Education) and Circle Time activities on a frequent, regular basis; these sessions and other teaching should not shy away from discussing racism, homophobia or other bullying / prejudicial behaviour, how unacceptable it is and how people can stop it if there are any signs. We aim to promote Christian values and the development of the individual to make a positive contribution to the school and the wider society.

The role of senior leaders

- The senior members of staff ensure all principles and roles set out are implemented.
- The senior staff follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school knows that racism, homophobia and other bullying / prejudicial behaviour is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Worship time and assemblies are used to communicate this to children.
- In the case of serious incidents, an assessment must be carried out to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the local authority and possibly to the police.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.
- The Headteacher has overall responsibility for dealing with hate incidents and recording the action taken; he reports to the local authority.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy
- Parents / carers concerned about racism should contact their child's class teacher or the Headteacher immediately. They might be worried that their child is being bullied. If they are dissatisfied with the response, they should contact the Headteacher. If they remain unhappy then they should follow our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any prejudicial behaviour. Any hate incidents will be taken very seriously and dealt with appropriately.

- It monitors hate incidents and reviews the effectiveness of this policy. It requires the Headteacher to keep an accurate record of all incidents and to report to the governors about the effectiveness of strategies to prevent and to respond to incidents.
- It will respond to any formal complaint from a parent / carer in line with the complaints procedure.

Support

It is recognised that victims of any type of hate incident may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a Christian, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

a) Racism

Like bullying, racism can exist in any school.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group is present or not. (See the list of examples in this section's overview, above.)

b) Homophobia

We regard homophobia in the same way as racism: it is a form of bullying or harassment and it is unacceptable.

Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form, it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. **Homophobic behaviour** can start in the early years of primary school, when children may misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. (See the list of examples in this section's overview, above.)

c) Transphobia

Similarly, we regard transphobia as a form of bullying or harassment and it is unacceptable in our school. We are committed to taking action where this is necessary.

A transgender person feels that their external appearance (*sex*) does not match up with the way they feel internally about their gender identity. A Female to Male (*F2M*) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (*M2F*) person will have the external appearance or body of a male and identify their gender as female. The word transgender is sometimes used interchangeably with the term *gender-variant* but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. Children and students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

Transphobia is a dislike or fear of someone who is or may be transgender. Transgender people are often the subject of prejudice and the target of bullying because of their 'difference'. This can be compounded by a lack of understanding and clear explanations, which in turn can generate confusion causing people to

revert to learned negative gender stereotyping. Transphobic behaviour may be directed to the actual transgender person, a friend or supporter, or anyone that may be perceived to be transgender (whether they are or not).

Transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate eg racist and homophobic incidents.

Appendix: Early Years – with reference to the behaviour policy.

In the Early Years, we have rules, but the policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships in the context of working together with staff, children, parents, carers and governors, with the common purpose of helping everyone to learn. This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way.

The role of the adult

The role of staff is to explain, model and ensure all the children understand the expectations of the setting with regard to behaviour. The Key Person has a particularly important role to play within the team, ensuring that there is excellent communication with parents and other members of the team about any issues which may arise with individual children.

Managing Behaviour

In all cases, staff use praise and encouragement to reward good behaviour such as kindness, turn-taking and willingness to share. Positive behaviour is praised, rewarded and discussed with the children. Praise and encouragement may be used to reward good behaviour such as honesty, kindness or sharing and for adhering to our school rainbow rules.

Our Rainbow Rules in a Nutshell

- 1. We are kind.**
- 2. We listen.**
- 3. We look after everything.**
- 4. We do as adults ask.**
- 5. We always try our best.**

Children are encouraged to develop awareness of safety by not running indoors, and to be careful and considerate in their general behaviour. Children and adults are required to speak politely to each other, with staff acting as role models with regard to courtesy, care, good manners and friendliness. Respect for property is to be fostered, and children are encouraged to take care of books, toys and games and to help to tidy resources away.

Behaviour strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular in a new environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy up time etc. Sometimes it is necessary to employ strategies to redirect or correct negative behaviour.

The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.

Low key interventions may include:

- Using a positive statement eg: if you want to run around you can go outside
- Explaining any concerns eg: if you lean back on your chair you may fall over
- Giving choices
- Allowing time to reflect

The following strategy is used for conflict resolution:

- approach calmly
- acknowledge feelings
- gather information
- listen
- take turns restating the problem
- discuss and implement a solution: How can we solve the problem? What can we do to make it better (give two choices such eg 'We can take turns or play together.')
- give praise for resolving the problem
- be prepared to follow up

Children who have hurt another child (by action or words) may need time to calm down and regain control in a quiet place (2-4 minutes). Staff must ensure that the child is safe and supervised at all times. When appropriate, staff will kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others.

Staff will discuss any concerns with parents/carers in an attempt to understand and identify any possible causes of negative behaviour.

The majority of our children are very well behaved, and help make our school a very happy place to be. Children learn how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, we hope they will continue to learn to behave well throughout their time at our school.

Useful links – for further guidance and advice.

[Cyberbullying guidance for schools - Childnet](#)

[Governors-factsheet-V0318.pdf \(childnet.com\)](#)

<https://www.nspcc.org.uk/>

<https://www.nationalbullyinghelpline.co.uk/cyberbullying.html>

<https://www.gov.uk/bullying-at-school>

