



“No one lights a lamp and puts it under a bowl; instead, it is put on a lampstand, where it gives light for everyone in the house”

Matthew 5:15

St Catherine's School

Behaviour and Anti-Bullying Policy

Approved: Spring 2026

Review: Spring 2027

Behaviour Policy

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.' Pam Leo

At St Catherine's we want all children to feel happy, safe and ready to learn. Our Christian values of Respect, Love, Forgiveness, Courage, Trust and Hope are important to us and provide the foundation for working together and flourishing. All adults at St Catherine's consistently model our school values and treat all members of the school community respectfully.

At St Catherine's, we find opportunities to grow pro-social behaviours and develop positive learning behaviours; resilience, independence, curiosity, challenge, pride and collaboration, in order to help children become healthy, positive citizens now and in the future. Staff have high expectations and clear routines that achieve a calm and purposeful environment. We have a Behaviour Curriculum to support the teaching of positive and valued behaviour. We recognise that all behaviour is a form of communication and sometimes pupils may need additional support to meet our school expectations. In cases of children displaying detrimental behaviour, there will be a logical consequence that will help educate children about what is acceptable and/or a protective consequence that will keep them and others safe. We do not believe in punishing children when they make mistakes.

Why does this policy exist?

- To ensure a consistent approach
- To encourage children to make the right choices, equipping them for the world they are living in
- To ensure everyone can learn effectively and is safe
- To grow helpful positive and valued behaviours
- To create an environment where teachers can teach effectively and flourish
- To reduce the risk of exclusion

At St Catherine's, we have 3 school rules:

- Be **Ready** (children are always ready to learn and do their best)
- Be **Respectful** (children respect: themselves, the world around them, all people and their diverse views and beliefs)
- Be **Safe** (children know what is safe and what to do when they feel unsafe – including online)

Our policy is closely based on the Hertfordshire therapeutic approach. Staff are trained in 'Therapeutic Thinking' (previously called Hertfordshire STEPS) which aims to reduce and manage conflict and support a positive school ethos. We have two certified tutors: Ms M Hussein and Mrs D Marlow.

Positive and Valued Behaviours

Good behaviours are explicitly taught and regularly refreshed, using Rosenshine's Principles of Instruction.

- **Identify** the behaviour we expect
- Explicitly **teach** the behaviour
- **Model** the behaviour we are expecting
- **Notice** and **verbally praise** positive and valued behaviour

We strive to **create** conditions for exemplary behaviour and learning

Our school values of Love, Respect, Forgiveness, Hope, Trust and Courage and our school learning behaviours of

resilience, independence, curiosity, challenge, pride and collaboration are taught and modelled by staff at St Catherine's. We also teach children good manners, such as using people's names, saying 'please' and 'thank you', making eye contact, smiling, holding open doors for others, giving people space and allowing others to go ahead of us. There are further examples that are taught through our Behaviour Curriculum. Staff look for children demonstrating our Christian values, learning behaviours or good manners and offer verbal praise in the moment.

Staff use a range of other methods to help children recognise when they are displaying positive and valued behaviour, as appropriate to their class and individual pupils. Class teachers may use rewards to celebrate valued behaviour but should not use systems which involve bribes.

Definition of Reward (pro-social consequence):

A planned logical response to a behaviour designed to help children learn and develop transferable behaviours leading to the likelihood of this being repeated in all contexts.

Class teachers nominate children to be recognised in our Celebration Assembly each Friday who have shown our learning behaviours or school Christian values and children voice that they value this recognition. This is recorded and shared on our weekly newsletter. We also take this opportunity to celebrate high class attendance and commitment to homework.

When using external motivators, staff remain conscious of the effect on **all** pupils and ensure any external rewards are in recognition of positive behaviour or valued behaviour and **NOT** on final outcome or attainment alone. We are mindful that our long-term aim is always to help move children to being intrinsically motivated to behave well because this benefits themselves and others rather than because they will receive an extrinsic reward for this.

We give children opportunities to develop their leadership skills to be good role models and to help others around our school, e.g. by being play leaders, by helping in the canteen, by assisting with technology during collective worship, by taking registers, responsibilities in classes, monitors, cloakroom and corridor monitors, by captaining sports teams, computing, house captains.

Supporting All Learners – Low-Level Behaviour

We use a 5 Point Scale to identify behaviours which are valued and contribute to good learning (scored as a 1), those behaviours that are not disrupting or upsetting others but might not be supporting the best learning (scored as a 2), behaviour which is beginning to be disruptive or upsetting to others (3), behaviour which is detrimental and difficult (4) and behaviour which is illegal or dangerous (5)

All adults support our behaviour expectations by:

- Greeting children at the gate or classroom each morning
- Reminding children about uniform expectations
- Modelling polite interactions and explaining to children if they are not being polite
- Role playing situations where children have made mistakes to help them learn better choices
- Standing in the classroom doorway when children come in from break and lunch to praise those following the rules
- Encouraging children to use the toilet during breaktime, or sending them individually if necessary
- Collaborating with colleagues, such as Inclusion team, to carry out analysis and create support plans for identified children
- Reminding children about how to use the Calm Corner in the classroom
- Teachers will speak to parents at the end of the day to share good news or discuss any concerns
- Ensure that timings are tight
- Ensuring the classroom, including own work space is tidy
- Displaying the visual timetable for the day
- Being prepared and ready to start lessons promptly
- Using adaptive teaching strategies so that all children are able to succeed

- Having a set order for lining up that encourages children to be able to meet our behaviour expectations
- Explaining to children how they can ask for help when needed
- Reminding children as soon as they are not following any of our Be Respectful, Be Ready, Be Safe rules
- Supporting and modelling to children how to use a knife and fork
- Verbally praising children for showing valued behaviour

Example of 5 Point Scale (which can be adapted to suit the age and developmental stage of children or to reflect incidents that have occurred).

5	<p>Deliberate dangerous behaviour</p> <p>Illegal behaviour</p> <p>Discriminatory behaviour – racism, homophobia, sexism</p> <p>Not following safety instructions from adults or accessing out-of-bounds areas</p> <p>Swearing at somebody</p>
4	<p>Name calling</p> <p>Swearing</p> <p>Mocking</p> <p>Threatening</p> <p>'Roasting'</p>
3	<p>Actions that disrupt other learners, e.g. throwing work on the floor</p> <p>Being impolite (but not offensive) to adults or children</p>
2	<p>Sitting quietly</p> <p>Being polite</p> <p>Not doing my best work</p> <p>Not supporting my friends</p> <p>Not asking for help when I am stuck</p>
1	<p>Taking part in the lesson enthusiastically</p> <p>Following instructions</p> <p>Trying my hardest</p> <p>Asking for help if needed</p> <p>Sharing resources</p> <p>Encouraging others</p>

How do we support children showing detrimental behaviours?

Whilst the emphasis of our school policy is on promoting and recognising positive and valued behaviour, detrimental behaviour is addressed with consequences that are educational or protective. Children might be asked to complete a Reflection Sheet or discuss a Reflection Sheet if this is appropriate to their stage of development and level of understanding. Analysis of the child's behaviour is carried out to identify if further support is needed and professionals work together to provide targeted support for the child.

Our first thought if a child is showing detrimental or dangerous behaviour would be to consider if a child has an unmet additional need and we work closely with our inclusion team and external professionals to identify suitable adaptations and strategies that will reduce children's anxiety and allow them to be calm and focused in class.

Within our policy, we recognise there needs to be flexibility and understanding when responding to each individual situation or incident. Knowledge of the whole child is considered when considering the consequence, appropriate learning opportunities and an opportunity for restorative justice.

For some children individual planning will be needed to formalise differentiated practice. The Roots Fruits and paperwork will be completed by the class teacher with support from the Inclusion team.

We believe that working with children's experiences and feelings creates an internal discipline. This results in long term change. The move from external discipline to internal discipline is the journey from child to adult. As a community, we will help children on this journey. When something goes wrong, we will employ a range of consequences to act on internal discipline. Wherever possible, we will create a learning opportunity by directly relating the behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in an detrimental or dangerous way in the future. We will consider what the child needs to learn and how we are going to teach this.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or teaching assistant, or to sit on their own, to help them to concentrate better.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If children have not completed an achievable amount of work, they may be asked to finish this during their free time or at home.
- If a child is disruptive in class, the teacher reminds him or her of our expectations. If a child disrupts repeatedly, we separate the child from the rest of the class until s/he is calm, and is in a position to work sensibly again with others. They will be asked to move to a different location, e.g. a quiet area of the classroom or the parallel classroom. Once the child is emotionally ready to discuss their behaviour calmly, which may not be until the following day, we talk to them about the expectations and anything that would help them to work more effectively. Staff should not do anything that might escalate detrimental or dangerous behaviour, e.g. raising their voice, standing too close to a child, asking questions before the child is calm, discussing the child with another adult in front of the child.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child is very distressed, it may be appropriate to remove the other children. An adult who is a safe person for the child can then help to regulate their behaviour. Teachers should use the 'Red Card' system in the classroom or walkie-talkies to alert another member of staff to help, if they are on their own.
- If a child threatens, or shows hurtful behaviour to another pupil, the class teacher records the incident on our electronic system, CPOMS, and there will be a consequence for the child. Wherever possible, the consequence will be linked to educating the child about their behaviour, e.g. producing a Powerpoint about kindness if they have hurt somebody in the playground. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment to discuss the situation, with a view to getting support from the parents to help support the child to regulate their behaviour.
- Having assessed the risk of harm to the child or others, teachers may choose to deliberately ignore some behaviours as a way of disempowering the behaviour and praise the child when they are doing the right thing, e.g. if

a child is hiding under a desk, the teacher may say 'Come out when you are ready.' The child would then be expected to catch up on the work they have missed at an appropriate time.

- If a child behaves in a detrimental way at break time or lunch time, there will be a consequence that is linked to the behaviour, e.g. if they have used equipment in an unsafe way, they might be asked to design a poster explaining how to use the equipment, give a demonstration to younger children, or play appropriately with the equipment with a member of staff. Once the child has demonstrated that they understand and are willing and able to play safely, they will be able to rejoin the other children.
- On the very rare occasion that a child walks out of a classroom, a member of staff (often a teaching assistant), would follow at a distance, keeping the child in sight but not approaching them. The member of staff should occasionally say 'Are you ready to join me yet?' Once the child chooses to return, they will be praised for making a good decision 'Well done for making a good choice'. At an appropriate time, which may not be until the following day, the class teacher will speak to the child to ascertain why the child felt uncomfortable and support them with better ways of expressing their feelings. The child will be asked to complete the work they have missed at a later time, e.g. at home.
- If a child is suspected of bullying another child, the school will work with the child and the victim according to our Anti-Bullying Policy.

Forgiveness and redemption are at the heart of our school. A child may make a mistake; they will be forgiven and can learn from their mistakes. We recognise that there is an established link between children's behaviour and their mental health and wellbeing. We plan interventions for children who we have identified as displaying internalising or externalising behaviours. We consider the effect that the interventions will have on children. Children's ability to self-regulate should be improving. If a child continues to make the same mistakes or if their detrimental behaviour is escalating, the school will conduct behaviour analysis, and will consider how to predict difficulties and use preventative strategies. For some children an individual risk management plan to support their behaviour (see appendix) will be put in place. We will seek support from Little Rivers behaviour base at the earliest opportunity by taking children to the behaviour surgery and will work with Little Rivers to receive outreach support or encourage families to consider in-reach placements where this would be appropriate.

Sanctions

Sanctions may be used alongside educational consequences and the following sanctions might be acceptable:

- a stern look
- a verbal warning and reminder of the behaviour expectations
- completing a verbal or written task linked to raising understanding, e.g. completing a reflection sheet
- temporary loss of a responsibility, e.g. playing in a school team
- school based community service, e.g. helping at lunchtime
- phone call or letter home
- in serious cases, a suspension or exclusion (only the headteacher can make this decision)

Lunchtime behaviour

Every lunchtime, a member of the SLT and inclusion team are always available to support lunchtime behaviour. A member of the SLT review the behaviours staff have experienced and, as a team, can plan ways to support and challenge specific detrimental behaviours and grow valued behaviours. Our approach to all behaviour ensures provision and strategies are in place to support a child to learn from their actions and to improve self-regulation and natural use of valued behaviour.

For children who display regular detrimental or dangerous behaviours, or find it hard to regulate at play, we provide support in the following ways:

- Individual support plans and strategies (agreed by teacher and our inclusion team)
- Nurture group

- Therapeutic afternoon learning in our Granary provision
- Alternative lunchtime structures, for example '20/20/20' (20 minutes to eat, 20 minutes play, 20 minutes in our supervised smaller play area.
- We have a lunchtime space for children to play away from the other children and with a higher child to staff ratio. This space is only accessible for children who have been identified to benefit and in agreement with the behaviour lead and inclusion team.
- Counselling
- Drawing and talking
- Support from our Mental Health School Practitioner
- Regular 1:1 'check-ins'
- Lunchtime 'Support list'
- Time with our school dog

Circle Time/PSHE sessions

All classes have freedom to use circle time sessions as a tool for promoting positive and valued behaviour and addressing themes specific to the class. Circle time sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment and take place as appropriate to each class. They may also provide the class with an opportunity to discuss detrimental behaviour and plan ways to improve the situation collaboratively.

When additional support is considered, staff communicate and work in partnership with families, ensuring they are aware of this additional support.

Physical intervention

Staff are trained according to the Hertfordshire Therapeutic Thinking Behaviour Programme and will use tools to de-escalate situations.

All staff will use the following De-escalation Script:

Learner's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me to...

We will only use physical intervention as a last resort and this will be to move or guide a child away from an immediately dangerous situation. Please see Reducing the Need for Physical Intervention Policy.

Discussing behaviour with families/carers

We will work in partnership with families when children are finding it hard to meet our behaviour expectations through a school programme of support and where needed refer families to external professionals and agencies. When discussing behaviour with families, staff will **not** name children other than those in the family of the parent/carer who is present. Discussion will also be limited to behaviour and consequences of their child only, with the assurance given that any incident is being managed appropriately by the school according to the behaviour policy.

We appreciate that discussions around behaviour can be emotive and distressing for families. However, respect is one of our school values and staff have a right to be treated with respect. Therefore, should staff encounter aggressive or threatening behaviour or language from a family member/carer, the following script should be used;

- I am finding your language/tone unhelpful and suggest we continue this conversation at a later time.
- I am not prepared to continue this conversation at this time and will have to ask you to leave the site
- As you have not left the site and are continuing the conversation, my next step will be to contact the Police

Suspensions and Permanent Exclusions

It may be necessary to suspend (fixed term) or permanently exclude a pupil for their behaviour. If approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. A suspension can be given for persistent disruptive behaviour or a one-off serious incident. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Only the headteacher can make a decision to suspend or exclude a child.

If suspension or Permanent Exclusion occur, in accordance with county and national guidelines, the local authority and Chair of Governors are informed, a letter is sent to the family and work is provided for the child to do at home. Prior to the child's return to school, a reintegration meeting with the child, family and members of school staff and other professionals, as appropriate, will take place. This is to confirm the child's understanding and acceptance of the consequences of their actions and to reassure them that this is a fresh start for them at school.

In exceptional circumstances it may be appropriate, in the Headteacher's judgement, to permanently exclude a child for a first or 'one-off' offence. These might include:

- a) Serious, actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault, including producing illegal images using AI
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

Only the head teacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

The decision to exclude a pupil would be carefully taken to ensure that it was lawful, reasonable and fair. We do not discriminate against pupils on the basis of protected characteristics, such as disability or race. At St Catherine's, we are aware that the exclusion rates for certain groups are consistently higher than average. This includes Children Looked After, pupils with SEN; pupils eligible for free school meals; Gypsy/ Roma; Travellers of Irish heritage and Caribbean pupils. As a school, we will consider what extra support might be needed to identify and address the needs of children from these groups in order to reduce their risk of exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA 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 pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Banned items and searches

Children in years R – 5 may not bring mobile phones or other electronic devices. Children in year 6 are allowed (but not encouraged) to bring in a mobile phone (but are not allowed to bring Smart phones connected to the internet) because some walk to and from school independently. Year 6 children must hand mobile phone to their teacher on arrival, who will store it for the whole day and return it at home time. No child can bring in any toy weapons,

weapons or items which could be used as weapons (e.g. Swiss army knives, screwdrivers, blades of any kind), cigarettes/tobacco/vapes, alcohol illegal drugs, stolen items, fireworks or pornographic images. The school may lawfully search bags or children if we suspect such items are in school. Any searches that take place will be carried out following the guidance in the DfE publication "Searching, Screening and Confiscation" July 2022. Children who have been found to be carrying banned items, will have their bags checked in the morning each day.

School Trips Including Residentials Behaviour

On school trips behaviour needs to be exemplary for the safety of all involved, and to uphold the reputation of the school. We reserve the right not to take children on trips should their behaviour in school give us cause to question their ability to act in a safe manner outside school, or if behaviour on previous trips has not met the expected standards. Ordinarily this will be discussed with the child and their parents well in advance so they have a chance to remedy the situation. We will contact families to collect children if their behaviour on trips is not satisfactory.

Behaviour Outside School

The Department for Education is clear that schools may respond to behaviour out of school when children are

- taking part in any school-organised or school-related activity
- travelling to or from school
- are in school uniform
- or are in any other way identifiable as members of the school and/or in any other circumstances which could have repercussions for the running of the school
- pose a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Online safety and cyber bullying

At school we teach the importance of safe behaviour online. Parents are responsible for the online behaviour of their children out of school. There may be occasions where it is appropriate for school staff to become involved or to inform parents of inappropriate or dangerous actions their children have committed online, when in the care of families.

Staff Training

All members of staff will receive this policy before starting at the school and will be given an opportunity to speak to a member of the Senior Leadership Team about any questions or queries they have by the end of their first day of employment. All staff will receive a formal update on the behaviour policy and procedures at least annually, and there will be regular updates throughout the year. All staff are encouraged to ask any questions or raise concerns to the headteacher or members of SLT.

Appendix - Terminology and Guidance

Valued/positive behaviour

- Behaviour held in high regard by an individual, the community or the environment.
- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society
- The absence of detrimental behaviour

Detrimental behaviour definition

- Behaviour that hurts or hinders an individual, the community or the environment.
- Behaviour that damages equipment, including own equipment
- Creates unhelpful feelings in self and others
- Behaviour that is likely to cause harassment, alarm or distress
- Behaviour that violates the rights of others

Dangerous behaviour

- Behaviour that is likely to cause injury, or causes injury to self or others
- Behaviour that violates the rights of others
- Illegal behaviour, including creating images with the use of AI

Consequences

The consequence is a logical learning opportunity and aims to change a child decision making over time. This must include clear opportunities for the child to learn from their actions.

Please refer to 'Responding to Racism' flow chart when responding to incidents of racism

Please refer to 'Brooks Traffic Light System' when responding to incidents of sexualised behaviour

Risk assessment calculator

The Hertfordshire tool to assess dangerous behaviour based on: scoring seriousness and probability of behaviour. When a child score 6 or more on the risk assessment plan calculator, a risk reduction plan is created.

Risk reduction plan

The planned management of a child to reduce risk, providing detail of consistent responses to the child.

All adults know who and what is on the child's risk management plan. This also applies to all trips and visits.

Scripts to support dealing with difficult or crisis behaviour and support resolution

What to do when faced with detrimental behaviour?

1. **Think** *I noticed that you are...*
2. **Remind** *Do you remember when you... (pro-social behaviour), that is who I need to see today.*
3. **Respond** *Would you like to... or... (offering two choices of equal value)? Thank you for listening.*
4. **Logical consequence** *You have decided to.... so **obviously** you must now... (this must be logical)*

5. **Reflect, Repair, Restore**
What happened?
What were you thinking at the time?
Who has been affected and what were they thinking/feeling at the time?

*How can we repair relationships? (How and when? Make sure this happens)
What have we learnt so we respond differently next time?*

What do we do when a child is in crisis?

When a child is in crisis, follow the de-escalation script:

- a. Learner's name*
- b. I can see something has happened*
- c. I am here to help*
- d. Talk and I will listen*
- e. Come with me and...*

Positive phrasing the desired outcome

- ✓ *Stand next to me*
- ✓ *Put the pen on the table*
- ✓ *Walk in the corridor*
- ✓ *Switch the computer screen off*
- ✓ *Walk with me to the library*
- ✓ *Stay seated in your chair*

Invitations that provide limited choice

- ✓ *Where shall we talk, here or in the library?*
- ✓ *Put the pen on the table or in the box*
- ✓ *I am making a drink, orange or lemon?*
- ✓ *Are you going to sit on your own or with the group?*
- ✓ *Are you starting your work with the words or a picture?*

Phrase to disempowering behaviour

- ✓ *You can listen from there*
- ✓ *Come and find me when you come back*
- ✓ *Come back into the room when you are ready*
- ✓ *We will carry on when you are ready*

Anti-bullying Policy

St Catherine's School Statement

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Aims and Purpose of this Policy

Detrimental behaviour (including bullying) of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and wellbeing of all pupils and staff is a priority. We take all incidences of bullying seriously and as a whole school community take measures to prevent and manage any bullying, harassment or discrimination. We actively promote values of respect and equality and work to make sure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Related policies;

- Behaviour Policy,
- Online Safety Policy,
- Equalities Policy,
- Child Protection Policy,

What is Bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- Physical – such as hitting or physically frightening someone, or using inappropriate or unwanted physical contact towards someone.
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using insulting or offensive language or threatening someone
- Psychological – such as deliberately leaving out or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)

- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or another personal situation
- Related to another vulnerable group of people such as young carers

At St Catherine's, no form of bullying will be tolerated and all incidents will be taken seriously.

How to report Bullying

If a pupil is being bullied, they should not retaliate but tell someone they trust about it such as a friend, family member or trusted adult. They should also report any bullying incidents in school:

- Report to a teacher – their class teacher or any other staff member
- Tell a friend who in turn can help them tell a teacher or staff
- Tell an adult at home
- Report anonymously through class listening boxes or other methods
- Call ChildLine to speak with someone in confidence on 0800 111

What to do if Bullying is reported to you

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, site manager, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

The following staff member is our anti-bullying lead: **Mrs Wild**

SENIOR STAFF: The Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, it is the whole staff who are responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, pretending to be ill or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff at admin@stcaths.herts.sch.uk

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult. They can also tell a trusted adult if they see anyone being bullied or bullying.

Responding to bullying - what happens when bullying has been reported?

- Bullying is taken very seriously at St Catherine's
- Staff will record the bullying incident centrally on CPOMS*
- Designated school staff will be immediately alerted and monitor the information recorded on CPOMS, analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body

- Staff will offer support to the target of the bullying and the bully, in discussion with the pupil's class teacher and family. Individual meetings will then be held with any target of bullying and the bully to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault (for the target). Action plans will make use of playground monitoring, play leaders and a personalised, agreed support plan.
- The child who has shown bullying behaviour may spend time lunch or break times working with adults to understand the consequences of their actions as part of the restoration process
- Staff will inform parents or carers and where appropriate involve them in any plans of action using guidelines set out in the behaviour policy
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

What happens if bullying takes place outside of school?

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school. If the school becomes aware of any bullying that has taken place outside of school, then staff will inform all families involved, detailing what has been discovered so families can address this outside of school appropriately. Staff will also focus on these children to ensure bullying is not happening whilst the child is at school and support the child emotionally.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log if needed.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

We have a zero tolerance approach to all prejudiced behaviour and derogatory language including racist incidents.

How do we prevent and address bullying at St Catherine's?

We use a range of measures to prevent and tackle bullying including:

- The school Rules 'Be ready, be respectful, be safe' promote equality and respect. Christian values are embedded across the curriculum to ensure that it is as inclusive.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying'.

- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Safer Internet Day and all computing lessons include references to online safety.
- A child-friendly anti-bullying leaflet which is displayed in classrooms and around the school, which ensures all pupils understand and uphold the anti-bullying policy.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Stereotypes are challenged within our curriculum and by staff and pupils across the school.
- Strategies including 'social stories' may be used to develop an understanding of particular situations and the appropriate behaviours in a literal way.
- Restorative justice responses provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

Training

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, site manager and office staff) receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

The head teacher is responsible for reporting to the governing board (and the local authority where applicable) on how the policy is being enforced and upheld, via the Head Teacher's report to governors. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Anti-racism

There is no place for racism or any form of discrimination at St Catherine's Hoddesdon Church of England Primary School. A copy of our anti-racism statement can be found on our website.

Anti-bullying Leaflet

St Catherine's is a safe & fair school, where bullying is not tolerated.

What is bullying?

Bullying is when a person is unkind to someone else, on purpose, time and time again.

A useful way to remember what bullying is:



Several
Times
On
Purpose

Bullying can be:

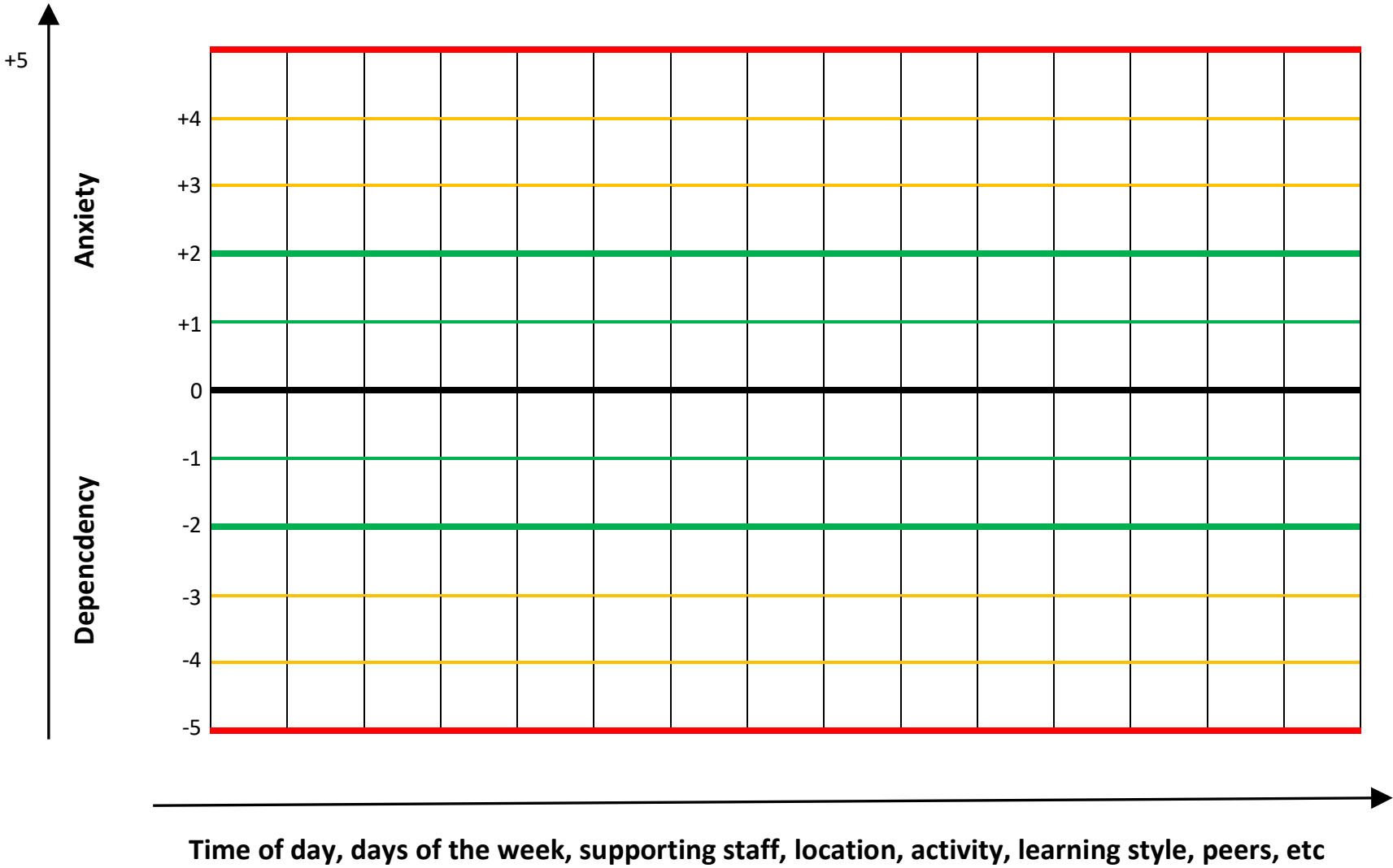
- Hitting or threatening others on purpose time and time again
- Calling someone names, time and time again
- Saying nasty things to someone or about someone time and time again
- Touching someone when they don't want you to, time and time again
- Distracting someone or stopping them from doing their work, on purpose, time and time again
- Cyberbullying, being unkind or inappropriate on social media time and time again

What do you do if you think you are being bullied?

SPEAK OUT

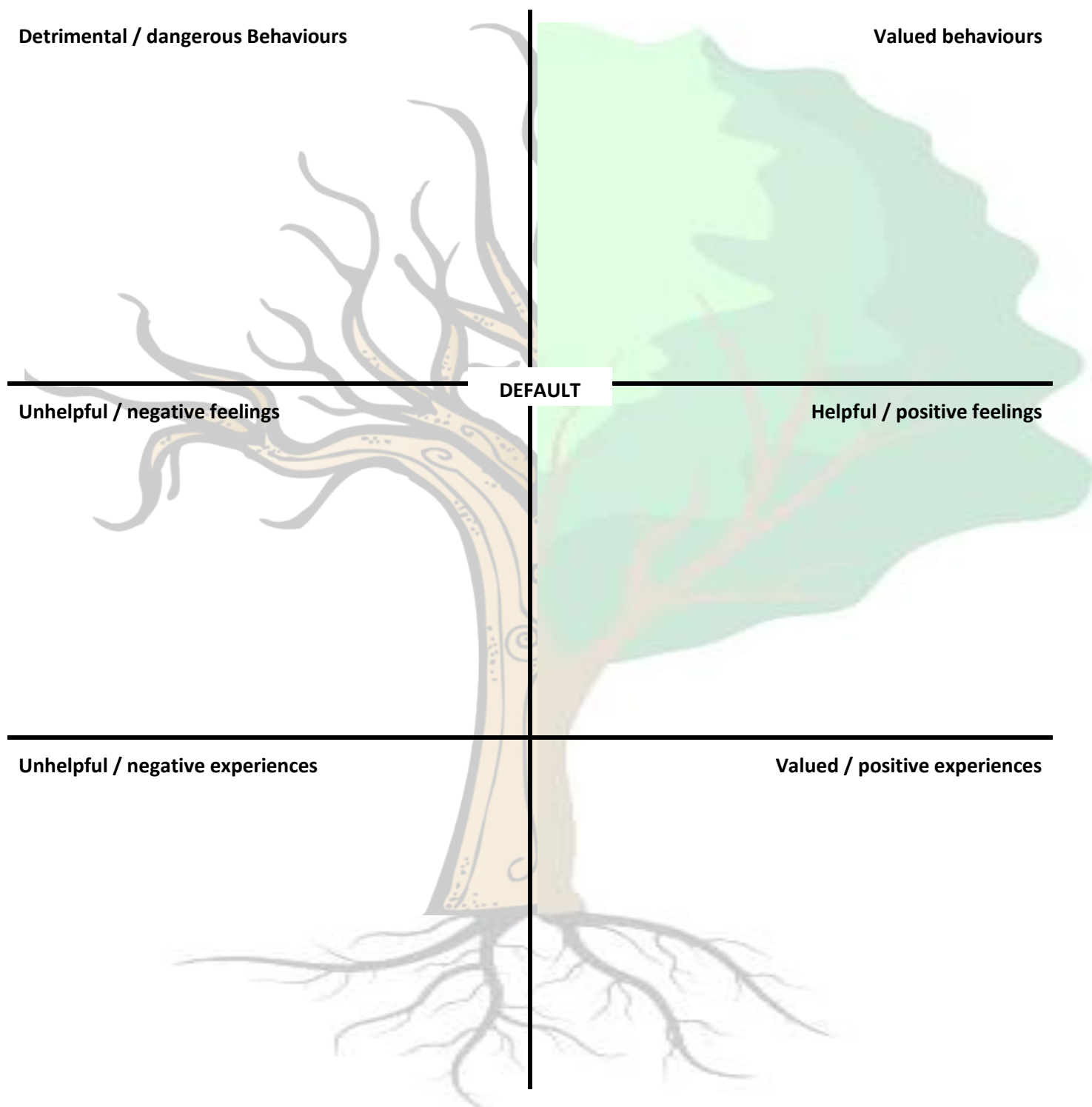
1. Tell someone you trust; an adult, or friends at school or at home
2. Have the courage to ask for help
3. If you have already told an adult about bullying, you must still tell them again.

Anxiety Mapping



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
	O/E	C/S			
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Behaviour Reflection

Name..... Date.....

Class..... Year.....

Explain what happened that led to the problem

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.....

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How do you think the teacher or other members of staff felt?

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How do you think the other children felt?

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.....

What impact did your actions have on other children's learning?

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If you were in the same situation again, what could you do differently?

.....

.....

What have you done already and what will you do to help to put this right?

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.....

Do you need any help with anything?

.....

.....

Is there anything else you would like to tell us?

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