**Fearnville Primary School**

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**Behaviour and Safety Policy & Procedure Behaviour Discipline, Anti-bullying and Exclusion**

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| **Title of Policy** | Behaviour and Safety Policy & Procedure Behaviour Discipline, Anti-bullying and Exclusion |
| **Date of adoption** | April 2020 |
| **Originator** | Nurture Trust |
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| **Additional information** | **Headteacher**  Andrea Gray  **Deputy Headteacher**  Sarah Bowe  **Named Governor**  **Chair of Governors**  Gareth Logan |



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# Behaviour Statement

At Fearnville Primary School we recognise that the behaviour of children is generally positive. Our policy teaches children to make appropriate choices, to say “NO” where they feel threatened or unsafe and learn conflict resolution in a safe environment. This approach creates a safe, calm orderly and positive environment for learning. The application of this policy will take account of the known specific circumstances of each child to ensure the ‘child is not missed’ in dealing with behaviours. Some children may have IEPs, Social and Emotional development plans or involvement from external agencies that is reflected in behaviour management strategies. Our approach supports children to develop positive attitudes and behaviour.

# Curriculum delivery

All children have access to an appropriate curriculum, which is broad, balanced, and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

**Ethos**

Fearnville Primary School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be heard.

We recognise that children who are abused or witness violence are likely to have low self- esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. Fearnville Primary school actively support children’s needs.

**School Behaviour Principles**

The rules at Fearnville Primary School are:

* Respect
* Safe
* Ready

Children are supported to keep these principles in all situations. These principles set clear routines and expectations for behaviour of pupils across all aspects of school life. Our approach is consistent and fair with the necessary personalisation for children with SENDs. Children know that they are respected and cared for by the whole school staff and all staff will listen to their concerns. Bullying and discrimination are not accepted and dealt with effectively. Our curriculum has the principles of Respect, Safe and Ready running throughout.

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| **Fearnville Behaviour Classroom Procedure** |
| Expectations of the behaviour of staff towards children in school   * Speak to children about their behaviour in a calm composed respectful way * Meet, greet and smile during interactions * Follow agreed scripts and agreed plans * Share with parents all instances of positive and negative behaviour that has been committed to CPOMS |
| Expectations of children’s behaviour in Fearnville school in all situations to demonstrate:   * **RESPECT** * **SAFE** * **READY** |
| How staff respond to good behaviour which goes above and beyond   * Use the recognition board be specific about the behaviour being celebrated * Use praise about school * Make the best behaved famous- display in every class * Celebrate good behaviour in assemblies, parent’s evening, newsletters, tweets, visitor’s book, plasma screen |
| How staff respond to positive behaviour in the classroom   * Reward positive behaviour with stamps in a reward card that are redeemed for prizes from the reward trolley. * Class reward system – rewards agreed with the class in advance * Traffic light system with a large green light and much smaller amber and red lights. Where children have their name on the green light they will earn golden time on Friday up to 15 minutes |
| How staff respond to poor behaviour   1. Reminder of the three simple rules 2. Caution privately delivered making the student aware of the behaviour and clearly outlining the consequences if they continue – use the phrase ‘Think carefully about your next step.’ 3. Last chance- Speak to the student privately and give them the last chance to engage offer a positive choice and refer to previous examples of good behaviour use 30 second script 4. Time out – short time away from the situation for the child to calm down, breathe, look at the situation from another perspective and compose themselves or where there has been severe inappropriate behaviour complete a behaviour slip and refer to leadership, Chris Wickett Upper KS2, Liz Robertson Lower KS2, Furhana Adam KS1 AHT EYFS. They will deal with the situation and follow up with a phone call home or where they deem it requires intervention from SLT refer to them. Repair- this might be a quick chat at break time or a more formal meeting, they may be required to complete work that evening or have a behaviour intervention |
|  |
| Behaviour interventions available in school   * Mentor time * Withdrawal for severe dangerous behaviour * Nurture |
| Role of leadership in supporting this policy   * Model agreed behaviour management to all at all times * Provide support and training which is differentiated to meet needs * Use data to provide evidence of progress and successes |

**Playground rules**

* Respect
* Safe
* Ready

Children will be reminded of the rules in all situations during lunchtime. Any children choosing alternative behaviour will

1. Be spoken to by a member of staff to remind them of the rules
2. Stand by the wall for 2 minutes to reflect on their behaviour
3. Remain with the Lunchtime supervisor for the duration of the lunchtime and the member of staff will speak to the class teacher. The class teacher will move the child’s name down the traffic lights one place.

**Anti-Bullying and Discrimination**

**Definition of: Bullying** is a repeated act of using power over another which causes harm or distress, and that it can be committed by individuals or group. Anyone can be a perpetrator of bullying and similarly anyone can be a victim of bullying. It can include Physical, emotional, cyber-bullying, racial, sexual orientation and verbal.

**Definition of: Discrimination** is valuing or treating a group differently through prejudice, stereotyping or antagonism directed against people of different ethnicity, nationality, gender and sexual orientation

**Preventative actions**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully. If bullying is suspected we will:

* Talk to the suspected victim, and any witnesses individually using fair procedures and questions.
* Identify the bully and talk about what has happened, to discover why they became involved.
* Make it clear that bullying is not tolerated.
* Incidents of bullying are recorded via the behaviour slips and kept in the office as well as being recorded on CPOMS
* Involve all parties together to discuss the issues if agree by all parties
* Coach children time to sort things out.
* Support & empower children to resolve the conflict & understand their role in the issues
* Establish an agreement between the children, where needed Inform parents
* Follow up with further discussions with individuals as and when appropriate
* When necessary support children individually or together
* If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures
* Discussions with parents

Prevention & strategies to reinforce the Policy on Anti-bullying:

* Anti bullying / RESPECT week
* Being a listening school, adults deal with every situation, even if minor. Talking to the children may present the situation escalating.
* Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
* Children participate in role play work in class as part of PSHE
* Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricula themes, drama, story writing and literature
* A whole school reward system
* Good quality role models including adult modelling of appropriate response to a wide range of scenarios
* Children & parents have a good knowledge of the procedure/policy via the Website
* Children have a clear understanding of their rights & responsibilities
* E-safety frequently discussed and taught
* Use of Learning Mentors in the playground
* Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

The role of governors

The governing body supports the Head Teacher in all actions to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school’s anti-bullying policy.

If the parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk.

Record Keeping

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

* The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
* The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
* The Head Teacher ensures that all staff, including lunchtime supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
* The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

* All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
* All adults to deal with situations quickly and fairly to prevent situations escalating.
* All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
* Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child’s parents with the Head Teacher.
* There is a behaviour proforma in which staff record all incidents of bullying that occur both in and out of class. This proforma will be handed to the DHT once completed. The school also record incidents that occur near the school, or on the children’s way between school and home, that we are aware of. All adults who witness an act of bullying should record it on a behaviour slip.
* When any bullying taking place between members of a class, the teacher will deal with the issue immediately, including counselling and support for both the victim and perpetrator of the bullying. It will then be referred to the Inclusion Manager who may initiate Learning Mentor involvement.
* All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
* A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

* Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
* Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc.
* If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
* If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
* It is important that you advise your child not to fight back. It can make the situation more volatile.
* Tell your child that it is not their fault that they are being bullied. Reinforce the school’s policy concerning bullying and make sure your child is not afraid to ask for help.
* If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
* Parents have a responsibility to support the school’s anti-bullying policy, actively encouraging their child to be a positive member of the school.
* If parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body.

The role of children

What Can Children Do If They Are Being Bullied? Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

* Tell someone - Remember that your silence is the bully’s greatest weapon.
* Tell yourself that you do not deserve to be bullied and that it is wrong.
* Be proud of who you are. It is good to be individual.
* Try not to show that you are upset or scared. It is hard, but a bully thrives on someone’s fear.
* Stay with a group of friends/people. There is safety in numbers.
* Be strong inside – say “No!”. Walk confidently away. Go straight to a teacher or member of staff.
* If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
* Fighting back may make things worse – don’t do it.
* Generally it is best to tell an adult you trust straight away. You will get immediate support.
* Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

* Take action by telling an adult, don’t try to sort it out on your own - watching and doing nothing looks as if you are on the side of the bully.
* It makes the victim feel more unhappy and on their own. Tell an adult immediately. Teachers will deal with the bully without getting you into trouble. Do not take direct action yourself.

**Monitoring and review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors and trustees on request about the effectiveness of the policy. This anti-bullying policy is the governors’ responsibility, and they review its effectiveness annually. They do this by examining the school’s behaviour report, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities, from different ethnic and social groups, sexual orientation or special educational needs. This procedure will be reviewed in accordance with the school’s review cycle, or earlier if necessary.

**Exclusions**

Fearnville Primary school is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognise that it is unlawful to take into account anyone’s gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy, as it is the governors’ aim that no one should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to support children as we recognise that each child has a unique contribution to make to school life and we want to support them to achieve this.

A decision to exclude a pupil, either for a fixed period or permanently is a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. All formal exclusions will be reported to the Local Authority using the appropriate forms as required.

Reasons for Exclusion

* Physical assault on staff / child
* Racist bullying
* Persistent refusal to follow school rules over a fixed period
* If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school

Any exclusion will be at the decision of the Headteacher, in consultation with the CEO/ Governing Body, as appropriate.

Temporary exclusion

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school’s policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

Permanent exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy Headteacher and CEO. Supportive plan will be put in place before an exclusion is considered. The decision to permanently exclude should only be taken

“in response to a serious breach or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school”.

They must be a last resort when other avenues have been tried. A pupil must only be excluded on disciplinary grounds. The decision to exclude will be lawful, rational, reasonable, fair and proportionate.

The behaviour of pupils outside of school can be considered as grounds for exclusion. The Headteacher will consider the consequences of children’s behaviour on an individual basis and follow the criteria above.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

* Physical assault on staff / child
* Racist bullying
* Persistent refusal to follow school rules over a fixed period
* If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school

The decision to exclude If the Headteacher decides to exclude a pupil he/she will:

* ensure that there is sufficient recorded evidence to support the decision;
* explain the decision to the pupil;
* contact the parents, explain the decision and ask that the child be collected;
* send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion; the length of the exclusion and any terms or conditions agreed for the pupil’s return;
* in cases of more than a day’s exclusion, ensure that appropriate work is set and that
* arrangements are in place for it to be marked;
* plan how to address the pupil’s needs and integration back into their class on his/her return;
* plan a meeting with parents and pupil on his/her return.

Behaviour outside school

Pupils’ behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school’s behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Managed move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Headteacher may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Read this policy with consideration to these:

1. Child protection and safeguarding
2. Staff Code of conduct.
3. Whistleblowing policy.
4. Allegations of abuse against Staff Policy
5. E-Safeguarding Policy

**APPENDIX**

**Appendix 1**

**Types of Bullying**

There are numerous different ways bullying can happen, which include, but are by no means limited to:

* **Physical bullying**: physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.
* **Emotional bullying**: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.
* **Cyber-bullying**: cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
* **Verbal**: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing.

Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material

**Appendix 2**

**Types of Discrimination**

* **Racism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator’s ethnicity or nationality is superior to that of others.
* **Sexism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
* **Homophobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes ‘heterosexism’: the belief that heterosexual relationships are ‘the norm’ and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
* **Biphobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes ‘heterosexism’ and stereotypes/connotations about bisexual people.
* **Transphobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person’s gender, not recognising chosen names, excluding access to toilets and changing facilities of someone’s identified gender, and the assumption that people’s gender matches their biological sex.
* **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or
* antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are ‘the norm’ or refusing to allow a person to use the toilets or changing area of their chosen gender.
* **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
* **Disabilist discrimination**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
* **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

**Appendix 3**

**Guide to Understanding & responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.**

What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity

What can happen?

* Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts & insults or ‘jokes’.
* Offensive Graffiti
* Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
* The use of the word ‘gay’ in a derogatory way or replacing a negative word with gay e.g ‘those trainers are so gay’.
* Top Tips for staff:
* To read and understand the Anti- Bullying policy and respond accordingly.
* Challenge all incidents, behaviour and language that occur, addressing these with the students.
* Actively encourage fellow staff and students to not be bystanders.
* Be calm and take your time when responding to incidents.
* Don’t be afraid to ask questions to those involved.
* Ensure adequate time is given for reflection to all involved.
* Challenge the statements, not the young person.
* Highlight to the young people how they would feel should this language be used against them.
* To look at ways forward following on from the incident eg: a class discussion about language.
* Record the incidents correctly for monitoring purposes.

**Appendix 4**

**Identifying Bullying**

Do not always dismiss ‘horseplay’, ‘banter’ or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst in school.

Bullying could take place:

* On the journey to & from school;
* During lessons;
* At break times;
* Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect:

* Verbal;
* Emotional;
* Physical;
* Electronically.
* Instances of bullying may involve:
* Sexist;
* Racial;
* Religious;
* Disability;
* Sexual Identity;
* Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

* Is frightened of walking to or from school alone;
* Changes in their usual routine;
* Is unwilling to go to school;
* Truancy;
* Becomes withdrawn, anxious or lacking in confidence;
* Starts stammering;
* Threatens or attempts to run away;
* Irregular sleep patterns and/or nightmares;
* Feels ill in the mornings;
* Attainment drops;
* Has unexplained cuts or bruises;
* Becomes aggressive, disruptive or unreasonable;
* Comes with torn clothes or damaged possessions;
* Has possessions which ‘go missing’;
* Is bullying other children and/or siblings;
* Stops eating;
* Is frightened to say what’s wrong;
* Gives improbable excuses for situations above;
* Is afraid to use electronic media

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

Appendix 5

Incident Reporting

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.

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| Who was involved | Include the name of the victim and the instigator to identify and monitor patterns previously and in the future |
| Where did the incident take place? | Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely |
| When did the incident take place? | Date/time of the incident so patterns can be identified |
| What was said? | Record the specific language used, even if this is offensive |
| What action will you take/has been taken? | To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim |
| Review systems | Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing. |

**Appendix 6**

No-Blame Approach

An explanation of the No-Blame Approach, taken from the Anti-Bullying Network

A techniquewhich can be used to tackle bullying in school is the No Blame Approach. As the name suggests, one of the most important things about this approach is that it deliberately avoids accusations, blame and punishment. The first step is to interview the victim, with the aim of finding out how he/she feels. The child will be asked to draw a picture or write something to communicate his/her distress. With the child's full knowledge and approval, the next step involves getting together the children involved in the bullying (including bystanders) and perhaps some non-involved children. This group (which does not include the victim) will then be made aware of the victim's distress and will be encouraged to take responsibility for their actions and to come up with ideas for making the bullied person feel happier. It should be mentioned that the No Blame Approach (which may mistakenly be viewed as a technique which condones bullying) can also be described as the Support Group Approach.

**Appendix 7**

Staff response

Your response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator. The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language. However, the response could be similar for any kind of bullying or discriminatory behaviour.

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| **Taking a school response** | In our school we treat everyone with respect and when you use the word ‘gay’ in a way to mean ‘rubbish’ or ‘bad’, it is disrespectful of lesbian, gay, bisexual and transgender people. |
| **Question what has been said?** | What do you think the word ‘gay’ means?  *If unknown that actual definition of gay, explain this.*  Do you realise that what you said could hurt someone’s feelings?  Can you explain what you mean by calling that ‘gay’? |
| **Address and tackle** | Language like that is not acceptable  You might think that word is hurtful, but many would |
| **Make it personal** | I’m not happy with what you said.  Homophobic language upsets me. I don’t want to hear it again.  What you have said really disappoints and upsets me. It’s really important to treat everyone with respect, and that’s why it’s wrong to use homophobic words. |

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**Fearnville Primary School**

Record of Bullying Incident



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| --- | --- |
| **Who was involved** |  |
| **Where did the incident take place?** |  |
| **When did the incident take place?** |  |
| **What was said?** |  |
| **What action will you take/has been taken?** |  |
| **Review systems** |  |

Incident recorded as outlined in school behaviour policy.

Record given to SLT member, logged on CPOMS and recorded in

Serious Incident log.