

Positive Behaviour Policy



Love, Learn and Shine Together with Jesus.

Written: September 2021

Date of Review: September 2022

St Matthew's Catholic Primary School

Positive Behaviour Policy.

This is St Matthew's Catholic Primary School's policy for behaviour and discipline and is set within the context of the whole school aims and mission statement.

"Through respect we will work together in Christ to develop the whole person".

In our Catholic School, we strive to develop the whole person by providing a caring ethos where everyone feels safe, confident, valued and respected. We believe that each person is an individual with a God given dignity. All of our children are entitled to be given opportunities to reach their full potential. Therefore we must provide for them an education which will enable them to be personally fulfilled and work together in a supportive way that enables all to reach their full potential, emotionally, socially and academically.

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. It is the governing body, head teacher and senior leadership team's responsibility to promote good behavior and support colleagues to implement this policy. At St Matthew's we want to encourage an atmosphere and environment where the children feel safe and secure. This can be achieved when the children are enthusiastic, vibrant, happy, thoughtful and respect other people and their property

Policy Aims:

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour. This policy also aims to:

- To create an environment which encourages and reinforces good behaviour.
- To ensure that children follow Gospel and British values
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure all staff, parents and children are aware of their roles and responsibilities in regards to behaviour management

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

In St. Matthew's we use 'The Zones of Regulation' as a tool to support children with managing their own behaviour. This is an emotional regulation tool that can guide our children to self-regulate their emotions, in order to respond appropriately. It helps children to know and understand that problems, emotions and reactions come in different sizes and that the size of the reaction has to match the size of the problem. Children learn healthy coping regulation strategies which allow them to help themselves in different situations. Together with 'The Zones of Regulation' we use aspects of another tool called 'ROAR' which is a resource in response to Mental Health in primary schools. This tool also supports children in helping them to regulate their emotions.

We define unacceptable behaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusing to follow direct instructions
- Lack of respect
- Repeated breaches of the school rules
- Any form of bullying
- Physical assault
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Peer on Peer Abuse (see appendix 8)
- Possession of any prohibited items.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff will:

- Model positive behaviour
- Offer the children choices and the chance to make the right decision
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents (see appendix 2 for a behaviour log)
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all
- Manage the appropriate use of different rewards effectively.
- Inform parents/carers about the welfare and behaviour of their children

The senior leadership team will support staff in responding to behaviour incidents including seeking training and support when necessary.

Parents

Parents are expected to:

- Reinforce the school's behaviour code
- Support their child in adhering to the school rules and systems
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Avoid commenting on school issues on social media.

The Children will:

- Follow the school rules and code of conduct
- Behave in an orderly and self-controlled way
- Be responsible for own actions and their impact on others in the classroom and around the school
- Show respect to members of staff and each other, their work and property
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Always set a good example
- Always remember manners.
- Be kind to each other including, kind hands, kind feet and kind words.
- Be respectful to everyone
- Use social media responsibly in and out of school.
- Treat others, as you would like them to treat you.
- Be ambassadors for St. Matthew's Catholic Primary School both in and outside of the school gates.

Lunchtime & Playtime

Playtime is treated the same as any other time of the day and the same rules apply. On the main yard, football can only be played within the football pitch on a rota basis. Other ball games may be played on the pitch directed by the class teacher. Any inappropriate behaviour on the pitch will result in loss of pitch time up to 2 weeks. Selections of small equipment games and activities are in place on the main yards, these games are located inside the container on the main yard. Mentors assist the staff with their roles. Mentors are children from across the school who are trained to ensure all children are included, encourage friendship groups and promote positive play. The front yard is to be used as more of a quiet area for those children to wish to read, draw or play board games etc.

During Covid-19 all areas of the playground are divided into zones. Each zone is allocated to one class at any one time. Whilst the zones are in use class games and balls may be used by each class under the supervision of the staff on duty. Areas within the zones can be allocated for those children who wish to read or draw.

Additional support may be given at lunch/play times to promote positive behavior and modelling how to play games with others, take turns, and share. The teaching assistants and staff on duty will promote good behaviour/game playing. They will follow the school behavior policy and record any incidents accordingly.

Pupils conduct outside the school gates

At St Matthew's Catholic Primary School we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school

uniform. We would also expect them to behave appropriately when they are engaged in extra-curricular clubs and extended school activities which take place beyond the normal school day – e.g.: football matches. Incidents outside school that affect school will be investigated and sanctions applied. Attendance on school trips and residentials are deemed to be a privilege and therefore any child who cannot display appropriate behavior at all times will not be accepted onto the school trip.

Any poor behaviour outside of school, which can be associated with our children or our school will follow the sanctions as outlined in this policy. School is proud of the reputation of our school and will always strive to ensure that our children show good standards of conduct at all times.



REWARDS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role helping children to see that good behaviour is valued.

The most common reward is **praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high.

Classes use praise, stickers and Dojos, Star Awards, praise post cards home, special responsibilities/privileges/ treats and sports incentives to acknowledge good behaviour and these are recorded in the class behaviour file. Children are held up as role models for others and are publicly praised for making the right choices within Praise Assembly.

Whole school rewards

Star awards are to be used for **good work in books**, teachers and TAs should either write SA (star award) or use a stamp to show the child has been given the reward.

- After 25 stars the child gets a bronze certificate & pencil
- After 50 stars the child gets a silver certificate & pen
- After 75 stars the child gets a gold award & medal

Dojos should be used for positive attitude to work, good manners, involvement in lessons, and any other positive behaviours including playtime and lunchtime.

Each class will have **Dojo teams**, all individual Dojos will feed into the weeks group score. The Dojo teams will be called after famous Liverpool people: Chavasse, Wilkinson, Archer and Braddock.

The team with the most Dojos will be allocated 4 points to go towards the whole school winners. This will descend to the lowest team being awarded 1 point towards the whole school winner. The team with the most points across the school will be recorded on a chart in assembly. **Each half term the Dojo team winners will be rewarded with an extra playtime.**

Each week a **merit certificate will be given** to a student who has shown exceptional work, or has achieved something outstanding that week.

Golden Rule Book – 3 children from each class who have shown consistently good effort and behaviour are chosen each week to be entered into the “Golden Rule Book”. Individuals receive a special award (a golden rule pencil and sticker) at assembly in recognition of their efforts.

Headteacher certificates are given to children who have shown consistent hard work, exemplar behaviour or have been recommended by other adults in school for attainment or achievement.

The following rewards are presented publicly during weekly Praise Assembly:-

- Class merit certificate
- Golden Rule Book
- Bronze, Silver or Gold star awards
- Dojo House winner
- Head Teacher awards if any
- Best class attendance & classes on target
- Weekly 100% attendance stickers
- Best lining up award (not in covid times)
- Birthday stickers
- Postcards home

STEPS & SANCTIONS

Alongside positive reinforcement for appropriate behaviour, all teachers use a staged approach to help manage classroom behaviour. This is a whole school approach for behaviour management with agreed whole school sanctions, set out in 4 stages. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate.

The principle behind this system is:

1. That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
2. That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
3. Pupils who regularly follow the rules are noticed and rewarded.

4. The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

Children start each day not on stage; each day is treated a fresh start. If behaviour slips to include low level disruption they will become stage 1. The child will be warned about possible consequences and a appropriate sanction applied. If the child's behaviour continues or deemed serious enough they move to stage 2 of the policy and appropriate sanctions applied. If poor behaviour continues the child will move to stage 3 or 4 if necessary and appropriate sanctions applied.

Please note: Certain harmful and abusive behaviour goes immediately beyond the stages and is dealt with by SLT immediately.

Stage 1

Low level disruption

e.g. Talking, not listening, out of seat, making inappropriate noises, not working, pushing,
rough non malicious play.

In the blue/ yellow zone of the zones of regulation

ACTION:

Minimal low key response managed by the Class teacher:

Not recorded in class file

Praise of other children - eye contact (stern stare, raised eye brow)

Assertive body language (crossed arms, frowns etc.)

Name/pause technique - being close and whispering a firm reminder

Gentle touch on shoulder/pat on back

Reminder of class rules

A quiet word

Direct to seat

Quiet unobtrusive 'What should you be doing?' or 'Are you okay?'

Not allowing them to sit with friends

Have a lining up order for assemblies/playtimes

Child's name written on the board

Cross put besides child's name

Loss of 5 or 10 minutes of play time

Stage 2

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour, deliberate disruption e.g. trying to distract other pupils from their work, repeated rough play or general roughness, etc. / lying etc.

In the yellow zone of the zones of regulation

ACTION:

Response managed by class teacher:

Record in class behaviour file

Seat somewhere separate from class group

Set a time limit for improved behaviour

Reminder of expected behaviour

Move to end of row if in assembly, large class group

Put a second cross by child's name on board

Complete loss of playtime child will reflect on their behaviour and complete appropriate activity e.g. practising sitting still, completing work or behaviour reflection. (Any child who is staying in will be supervised by Pastoral lead / AHT/ DHT in an appropriate place)

Access 'Time out' child sent to a named class until they are ready to join back in.

Member of school staff or a sensible child to take child to team leader (Miss McNally, Mrs Pritchard, Mr McNally , Mr Brooks) for an appropriate length of time (with class behaviour file)

Child to apologise.

We may use an appropriate area in school in response to serious or persistent breaches of this policy. Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Informal conversation with parent/carer or letter 1 sent home to parents (see examples appendix 3)

Stage 3

e.g. Intentional violence / intentional damage to property / refusal or lack of respect / persistent rudeness / bullying etc.

In the red zone of the zones of regulation

ACTION:

Response usually managed by senior leaders

Fixed term loss of breaktime and lunchtime

Escorted to (or send for) AHT, DHT or HT in that order

Possible playtime/lunchtime exclusion

Possible SENCo involvement for referral or support

Record in racist incidents book if and when necessary

Letter of apology by the child

Pastoral support programme

Letter 2 sent home

Meeting with parents (DHT/HT). Inform SENCo if appropriate

HT/DHT/AHT can put a pupil 'on conduct card / reward chart/individual behaviour contract /plan whenever is deemed appropriate(Appendix 4-6) and invite parents in to discuss and agree.

Letter 3 sent home

Stage 4

Repeatedly leaving class without permission or running around school / behaviour is creating a health and safety risk/ running out of school / repeated fighting and intentional physical harm to other children / verbal abuse to any staff / theft, /persistent bullying

In the red zone of the zones of regulation

ACTION:

Taken to DHT/HT immediately

Meeting with parents

Internal exclusion at very least

Lunchtime/playtime exclusion

Possible fixed term exclusion

Possible permanent exclusion

Possible withdrawal from next trip/event

Pastoral support programme

Involvement of other agencies as deemed necessary

Possible referral to fair access panel (needs parent agreement)

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the educational psychologist may be necessary. This decision will be made by the head teacher.

REPORTING BEHAVIOUR AND MANAGING IMPACT

Behaviour Logs – See appendix 2 for example

A system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the responsibility of staff to report incidents, which warrant a record on the behaviour incident logs in school. All classes have a behaviour log to report any incidents of behaviour/rewards. It is the role of the Mrs Evans (DHT) to collect and monitor incidents recorded in files as directed by the head teacher.

Sanctions are always recorded in the class behaviour file.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviours are required to avoid future punishment.
- Group/Class punishments are not allowed.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is seen as wrong.

Where a loss of playtime is the sanction the class teacher must arrange for the child to have the opportunity to go outside for 5 minutes with an appropriate adult.

During Autumn 2021 behaviour logs will move to being recorded on CPOMS. This is a software solution used in school for monitoring Safeguarding, wellbeing and all pastoral issues. This allows chronology of incidents to be recorded.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

We expect all of our children to follow our behaviour standards and conduct themselves appropriately. In the instance that an incident of poor behaviour takes place it will be investigated by school staff and appropriate actions taken. If deemed serious enough or there is concern with a child it should be reported to DHT who will agree appropriate actions. If necessary Mrs Evans will contact parents during the school day.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior staff (DH & HT) so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Physical restraint

In some circumstances, **trained** staff in 'positive handling' may be required to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

- **Any prohibited items** (including inappropriate articles, toys, stolen items etc.) in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline the pupil in accordance with this policy.

Please refer to our Parental Complaints Policy for more information on responding to allegations.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. Special Needs are seen as a reason not an excuse for inappropriate behaviour, and in working with parents/carers our role is to teach appropriate behaviours.

We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) or YPAS (Young Person's Advisory Service). In addition, school receives support from our local SEN consortia and can access available providers that meet the needs of individuals.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator Mrs Gaskell will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and we will endeavour to make reasonable adjustments taking into account other pupils' needs and the capacity of main stream school.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. This plan may include transfer to a more appropriate placement.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

CPOMS ensures all necessary information is transferred to relevant staff and schools securely.

Monitoring arrangements

This behaviour policy will be reviewed annually by the Head teacher and ratified by the full governing body.

Appendix 1:

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff and parents/carers.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2

Individual Behaviour Sheet

Name:

Class:

Key: PHY VER BUL CYB HS RA BFL A

Physical, Verbal, Bullying, Cyber, Homophobic, Racist, Behaviour for Learning

Date	Key/ type of behaviour	Comment / action When / where/ what / who	Outcome	Signed

✓ |

During Autumn 2021 behaviour logs will move to being recorded on CPOMS.

Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____ Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____ Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____ Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____ Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the head teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____ Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____ Date: _____

Appendix 4:

Behaviour Reflections



Reflection sheet

Date

Name

class

What I did.

Who was involved

What I was thinking and feeling at the time

Who has my behaviour affected?

Appendix 5 Conduct / rewards Cards



Reward Card

TARGET(s):

NAME:

CLASS:

			BREAK		LUNCH			COMMENTS AND SIGNATURE
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

Appendix 6: Behaviour Contract



Behaviour Contract

Name:		Date of Assessment:	
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Possible Problems:

What we should do:

..... is the lead professional in charge of this behaviour contract; she will have the ultimate responsibility for all decisions concerning behaviour and sanctions.

Who we tell / reporting procedures:





All incidents or problems will be reported to school leadership team. Parent will be informed if needed.

Staff, parent/carers and child have read, understood and agree the assessment:

Child:

Staff:

Parent/Carer:

The ZONES of Regulation			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick or Hurt Tired	Happy Calm Feeling Okay Good	Frustrated Worried Silly/Wiggly Grouchy	Mad/Angry Terrified Yelling Too Silly/Wiggly
Bored Moving Slowly Shy Exhausted Depressed	Focused Ready to Learn Good Listener Proud Relaxed	Excited Anxious Jealous Confused Embarrassed Upset	Elated Hitting Extreme Emotions Out of Control
			

Appendix 8 Peer on Peer Abuse

What is peer-on-peer abuse?

A **peer** is a child at school or outside of school.

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare, hurt or upset** that person.

Peer-on-peer abuse can happen inside and outside of school – it can happen online or in-person.

Class teachers will ensure that children are aware of what peer-on-peer abuse is in an age appropriate way and how to report if they are subject to peer- on-peer abuse or think someone else is.

Forms of peer-on-peer abuse?

1. Bullying

- Emotional bullying
- Physical bullying
- Verbal bullying
- Racist bullying
- Homophobic bullying
- Sexist bullying
- Cyberbullying

2. Sexting

Sexting is sending **inappropriate pictures, videos or messages**. **Pressuring** someone into sending these pictures, videos and messages is **abuse**. It is important to know that sharing nude images or videos is **illegal** even if **consent** is given. If consent has not been given for someone to share nude images or videos to another person, it is **abusive and illegal**.

3. Sexual harassment

Sometimes, people can **act sexually towards others**, and it might make them feel uncomfortable. This can happen **online** and **face-to-face** (both physically and verbally) and is never acceptable at any age. It might make someone feel **scared, embarrassed, uncomfortable or upset**.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things**, or saying sexual things about someone's **appearance** or clothes.

- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes someone feel uncomfortable, messing with their clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures** and **videos**, or posting sexual comments on social media.
- **Sexual threats** or pushing someone to do something sexually that they don't want to or aren't ready for.

4. Relationships

Any relationship should be **positive** and make a child feel **safe, happy and comfortable**.

A negative relationship might make a child feel **scared, confused, worried** and even **unsafe**.

Positive relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel** and what you are **thinking**, and you **listen** to each other.
- You **support** each other and treat each other **well**.
- You feel **safe**.
- You **trust** that person.
- You do **helpful things for each other**.
- You are **never pressured** to do anything that makes you feel uncomfortable.
- You feel **looked after**.

Negative relationships

- The person might **push** you, **hit** you or **break** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something.
- They might **make threats** or do harmful things if you do something they did not want you to do.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to do** or are not ready for.
- The person **might not take no for answer** when you say you don't want to do something.

How can I help stop abuse from happening?

Staff will work with children through class teaching and assemblies to ensure there is an awareness of what they can do to help stop abuse at our school by:

- Making sure they **understand** how they should **treat** others.
- **Helping** others when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before they say or do something.
- **Talking to someone** when they are worried.

Children should know that abuse is never OK and it is serious. It is not funny, or part of growing up. If they abuse someone, they will get into trouble.