

Bullying

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour;
- it is repeated over a period of time;
- it is difficult for those being bullied to defend themselves.

It can be:

- physical - hitting, kicking, taking belongings;
- verbal - name calling, insulting, racist remarks;
- indirect - spreading nasty stories, excluding someone from social groups.

Victims

Any child can be bullied. There are certain recognised risk factors which will make being bullied more likely. These include:

- lacking close friends in school;
- being shy;
- coming from an over protective family environment;
- being from a different ethnic or racial group to the majority.
- being different in some obvious respect from the majority;
- having special educational needs;
- being a 'provocative victim' - a child who behaves inappropriately with others, barging in on games or being a nuisance.

None of the above can excuse allowing a child to be bullied. All such behaviour is unacceptable and will not be tolerated at Hatchell Wood Primary. However, we need to be clear about what is bullying and what is an argument getting out of hand.

Strategies for dealing with bullying

The graded steps as outlined before will be used, but the following points can be made specifically in relation to bullying:

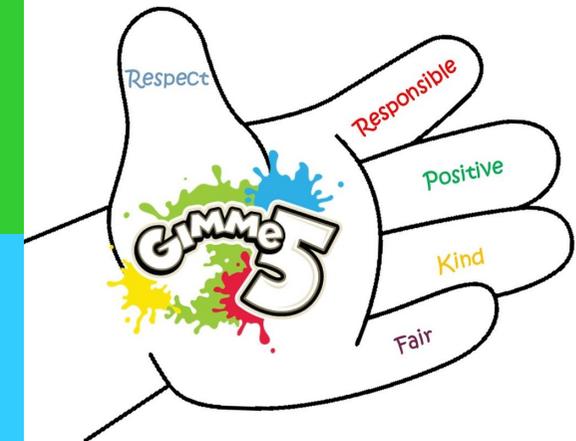
- the victim is counselled and urged to report any further incidents immediately
- the teacher and/or head speaks to the child doing the bullying and states clearly that it is wrong and must stop and will be closely monitored
- the pupil doing the bullying will be placed on report, parents on both sides are informed, and the victim's parents are asked to report any further incidents to the school if at home rather than at school the pupil discloses
- other school staff are alerted
- if the victim feels uneasy about reporting a further bullying incident, then the matter can be raised with the perpetrator without directly involving the victim.

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Hatchell Wood Primary School



Behaviour Policy

Guide for Parents



Behaviour Policy

We hope this booklet clearly explains our behaviour policy to you. If you have any questions please feel free to contact us.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our **Gimme 5** strategy promotes respect, responsibility, being positive, kind and fair. We discuss one of these 5 each Monday in assembly and it is our focus for the week. The children work towards completing their Gimme 5 card and are rewarded when it is completed.

Restorative Approaches

Hatchell Wood's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning.

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

The process is based on 5 key questions:

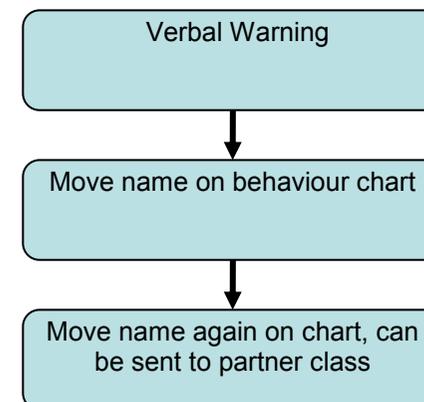
- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?

In the Hatchell Wood community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned.

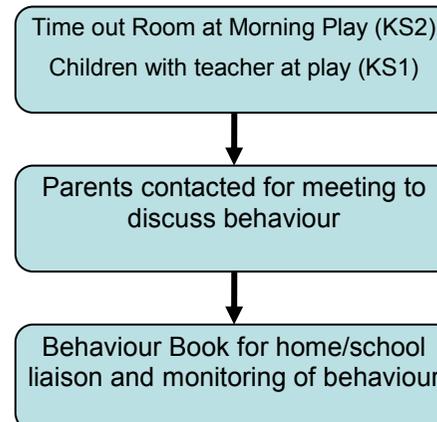
Minor Behaviour Issues	Major Behaviour Issues
<ul style="list-style-type: none"> • Talking when they should not in lessons, assemblies and lines • Distracting behaviour eg fiddling, mumbling • Mindless pushing or tripping • Shouting out • Not being properly equipped eg planners, kit forgotten • Not sitting properly 	<ul style="list-style-type: none"> • Bullying • Swearing • Physical violence • Aggressive pushing or tripping • Task refusal • Lying • Lack of respect to adults in school

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Step 1



Step 2



Step 3

With the parents' agreement, the school may call on a number of agencies which are attached to the local education authority. These include the School Psychological Service, the Educational Welfare Service and the Social Inclusion Unit. Their staff work with the parents, the school and the pupil.

The most serious sanction is exclusion for which the Doncaster LEA guidelines would be followed.