



“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: Autumn 2023

Review: Autumn 2025

Behaviour Policy

At St Catherine's we want all children to feel happy, safe and ready to learn. Our Christian values 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 them become healthy, positive citizens now and in the future. Staff have high expectations and clear routines that achieve a calm and purposeful environment.

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 anti-social behaviour, there will be a logical consequence that will help educate children on what is acceptable and keep them and others safe.

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 and is safe
- 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 also influenced by approach influenced by 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: Mrs J Fitzgerald and Ms M Hussein.

How do we recognise children showing positive behaviours?

When pupils are fully engaged and showing positive behaviour, we celebrate this through specific praise and recognition. These behaviours include pride, resilience, independence, curiosity, responding to challenge and collaboration, showing Christian values and following our school rules.

Staff use a range of methods to help children recognise when they are displaying positive behaviour, as appropriate to their class and individual pupils. These may include:

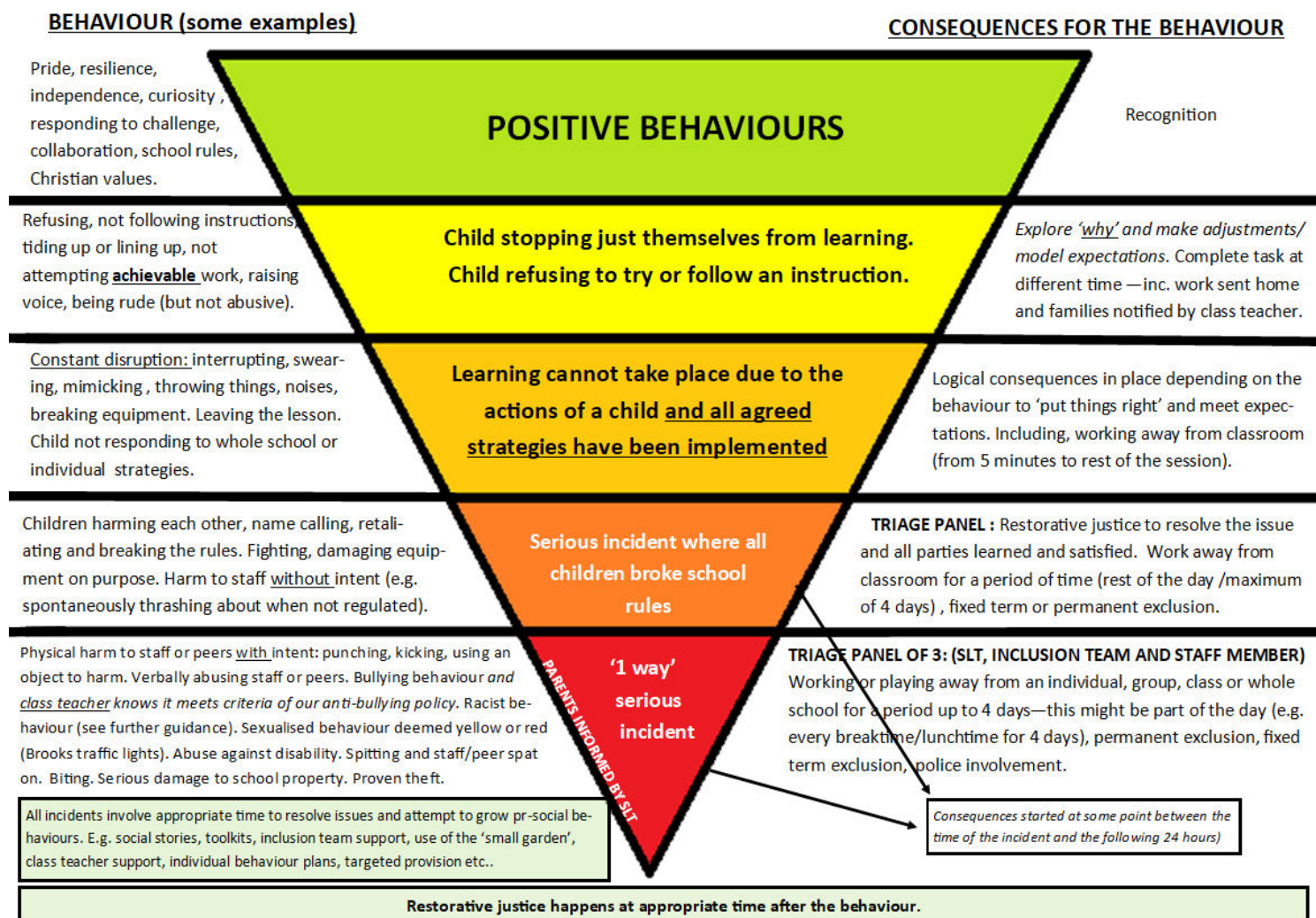
- Star of the day – in which all children will be selected at some point within the term or year
- Table points - recognising collaboration and teamwork
- Dojo points or tallies – in which the difference between children's points is never more than 6 and NOT added to tallies during the lesson as it will distract from the learning
- Raffle tickets – for children showing pro social behaviours and can be nominated by each other
- Recognition behaviour cards
- Positivity books- for use by individual children and adults who can all record a positive from each session of the day
- Recognition boards reflecting the school's learning behaviours

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 pro-social behaviour and **NOT** on final outcome or attainment alone.

How do we support children showing anti-social behaviours?

Whilst the emphasis of our school policy is on promoting and recognising positive and pro-social behaviour, inappropriate or unacceptable behaviour is addressed and consequences consistent and proportional. Children need to learn that there are consequences for their actions and choices.

Tiers of behavioural consequences



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

A 'triage panel' is made up of 3 staff members with representations from SLT, inclusion team and general staff body.

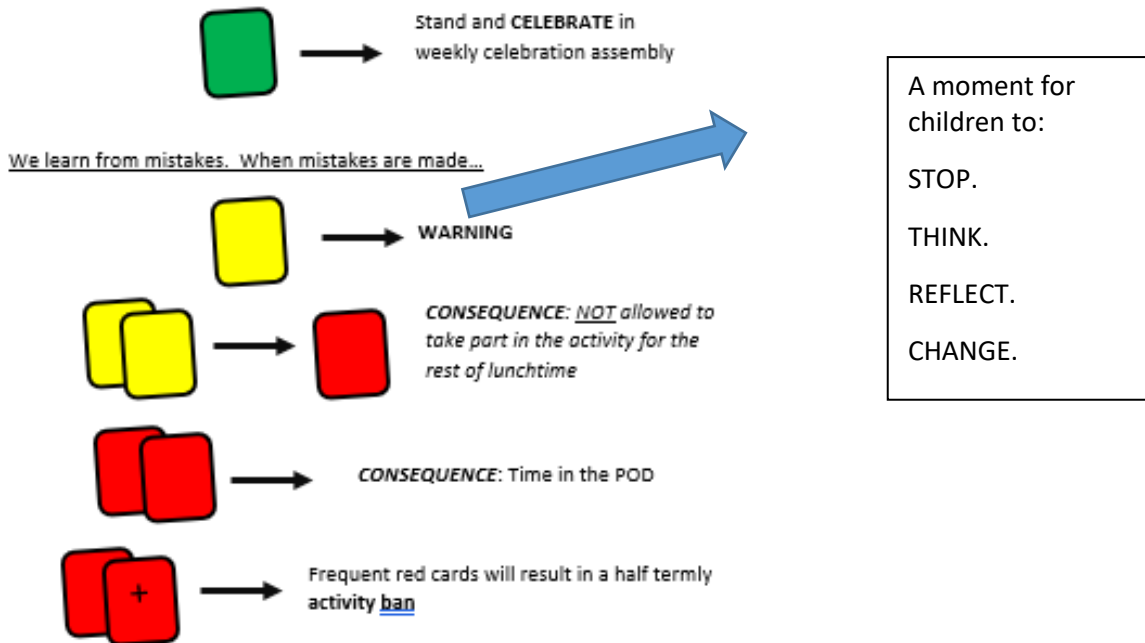
Lunchtime behaviour



We are **READY, RESPECTFUL** and **SAFE** at Lunchtimes.

- 😊 We look after our equipment
- 😊 We respect the MSAs and adults
- 😊 We speak to each other respectfully

Children who are seen going above and beyond to help others have a positive lunchtime could receive a green card/raffle ticket.



Most incidents of anti-social behaviour are addressed by the MSA. MSA's use the following card system designed by Year 5 pupils to communicate behaviour and help children grow positive behaviours and make good choices.

- GREEN: proactively identifies children making a good choices and behaviours. The child is shown a green card and are instantly recorded (written down) by the individual staff member (name and why they received a green card). These children are then recognised in assembly and communicated with families via the newsletter and display in the reception area (screen).
 - YELLOW: A child breaks a rule. MSA/staff gives a clear directional reminder of what rule is broken and what they now expect. Children have a chance to stop, reflect and change their behaviour (and are expected to). No further action is needed if the child then follows the school rules.
 - RED: Receiving a second yellow card will result in a red card. This will happen if a child is breaking the rules in the SAME area as they received the first yellow card. If this happens the child must stop the specific activity and play elsewhere. A red card bans a child from the particular activity, equipment or game that they received the red card for. The child can play elsewhere with a 'fresh start'. Note: if the child returns to the same area after receiving a red card, then they get a second red card. They will have to spend time in the pod.
- ALL cards start 'fresh' each lunchtime (unless there is an activity ban for a child for multiple red cards in the same area).
- Children can therefore be given multiple yellow cards in different areas / activities during lunchtime.
- Children who receive yellow or red cards are monitored so patterns can be identified, and support provided.

- If a child keeps getting red cards in the same area, they will receive a ban from that activity (and further support will be provided to help them access this type of play in the future).

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 way to eradicate specific anti-social behaviours and grow prosocial behaviours. Our approach to all behaviour ensures provision and strategies are in place to support a child to learn from their actions and reduce the chances of re-occurring incidents.

For children who display regular difficult or dangerous behaviours, receive red and yellow cards, or find it hard to regulate at play, we offer support in the following ways:

- Individual support plans and strategies (agreed by teacher and our inclusion team)
- Nurture group
- Alternative lunchtime structures, for example '20/20/20' (20 minutes to eat, 20 minutes play, 20 minutes in our 'Small Garden')
- 'Small Garden' is 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
- Regular 1:1 'check-ins'
- Lunchtime 'Support list'.

Circle Time/PSHE sessions

All classes have freedom to use circle time sessions as a tool for promoting positive 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 inappropriate 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

Only 'Therapeutic Thinking' (Previously called STEP ON) trained staff may use physical intervention in accordance with training, following the Hertfordshire Physical Intervention policy.

We will only use physical intervention as a last resort. Please see 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 program 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.

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 offensive and am not prepared to continue this conversation unless this changes
- 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, I have no alternative but 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 may be used to provide a clear signal of what is unacceptable behaviour as part of our behaviour policy (see tiers of consequence). 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.

As part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Exclusion may be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education.

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 appreciation 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
- 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 to bring in a mobile phone 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 weapons or items which could be used as weapons (eg Swiss army knives, screwdrivers), 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.

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.

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.

Appendix - Terminology and Guidance

Pro-social/positive behaviour

- Relating to or denoting behaviour which is positive, helpful and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society
- The absence of anti-social behaviour

Anti-social/difficult/unacceptable behaviour

- Behaviour that causes harm to an individual, the community or the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another

Unsocial behaviour

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. It is perfectly okay for a child to be unsociable.

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

Dangerous behaviour

Dangerous behaviour is very rare and may include:

- ✓ Punching windows – causing lacerations to wrists
- ✓ Attacking self/staff/peers – leading to hospitalisation
- ✓ Headbutting walls – leading to head wounds requiring hospitalisation
- ✓ Throwing computer screens – leading to new equipment needing to be purchased
- ✓ Using blades to self-harm – ambulance needed

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.

Small garden pass



SMALL GARDEN PASS

Show to an adult during lunchtime and you can go to the small garden today (EYFS area 12.20-1.00)

The 'Pod'

The Pod is provision away from the area the child was working or playing which is staffed by a member of our inclusion team. The pod may be a destination, or when appropriate, move around with the children or will attend a child (for example, if the child will not move to the designated area).

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

What to do when faced with **difficult** 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

Anti-social 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,
- ICT Safe Use 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 Fitzgerald**

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 sits within the 'top tier' of our 'tiers of consequences' and is therefore escalated to SLT to support a resolution
- 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 bully may spend time in the Pod 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.

Note, for racist incidents or repeated racist incidents, our 'responding to racist incident flow chart' details our consistent and zero tolerance approach as well as the education that will happen to help eradicate this behaviour in the future.

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 nonteaching (including midday supervisors, site manager and office staff) receive regular training on all aspects of the anti-bullying policy.

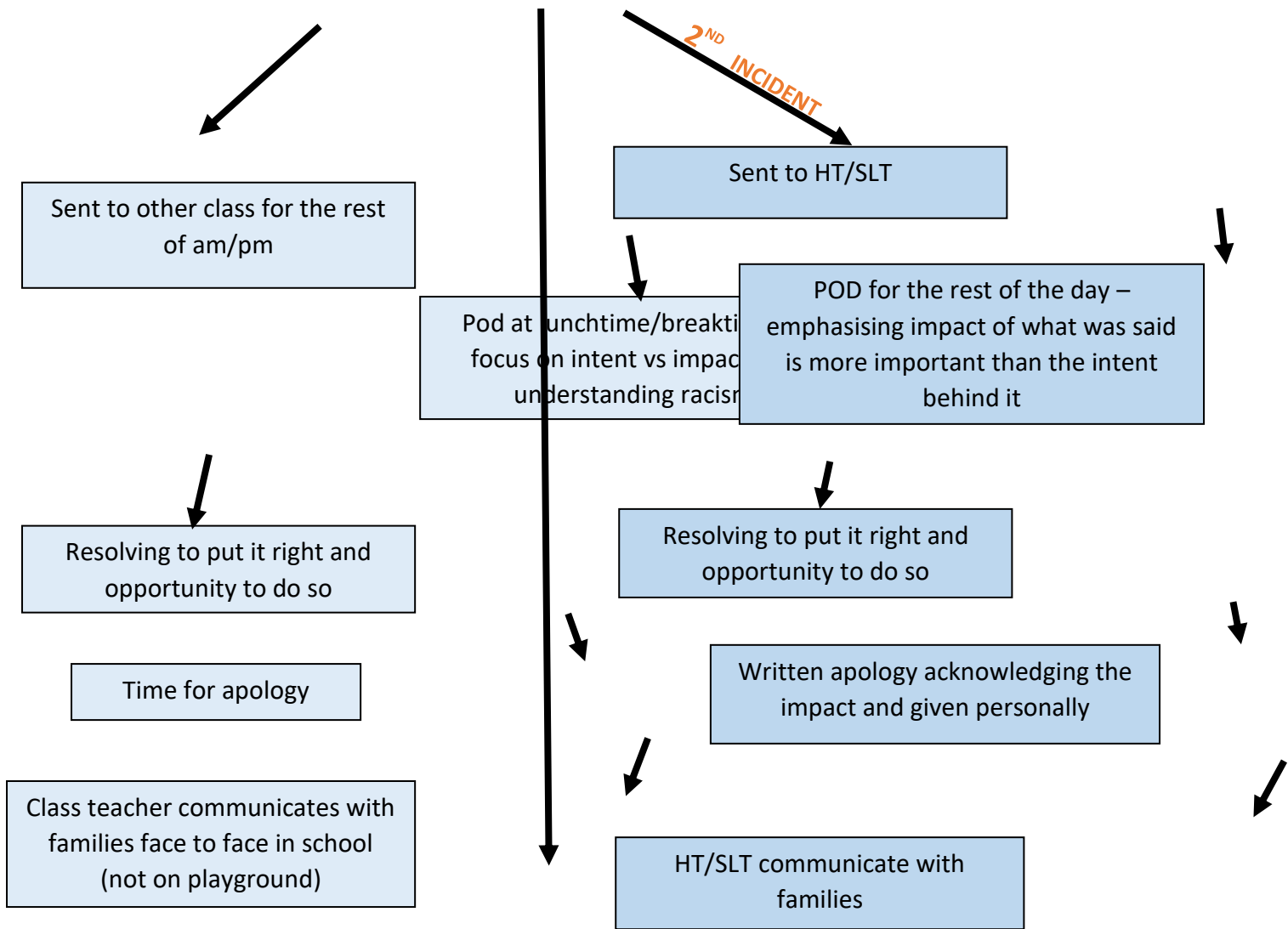
Monitoring and reviewing

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.

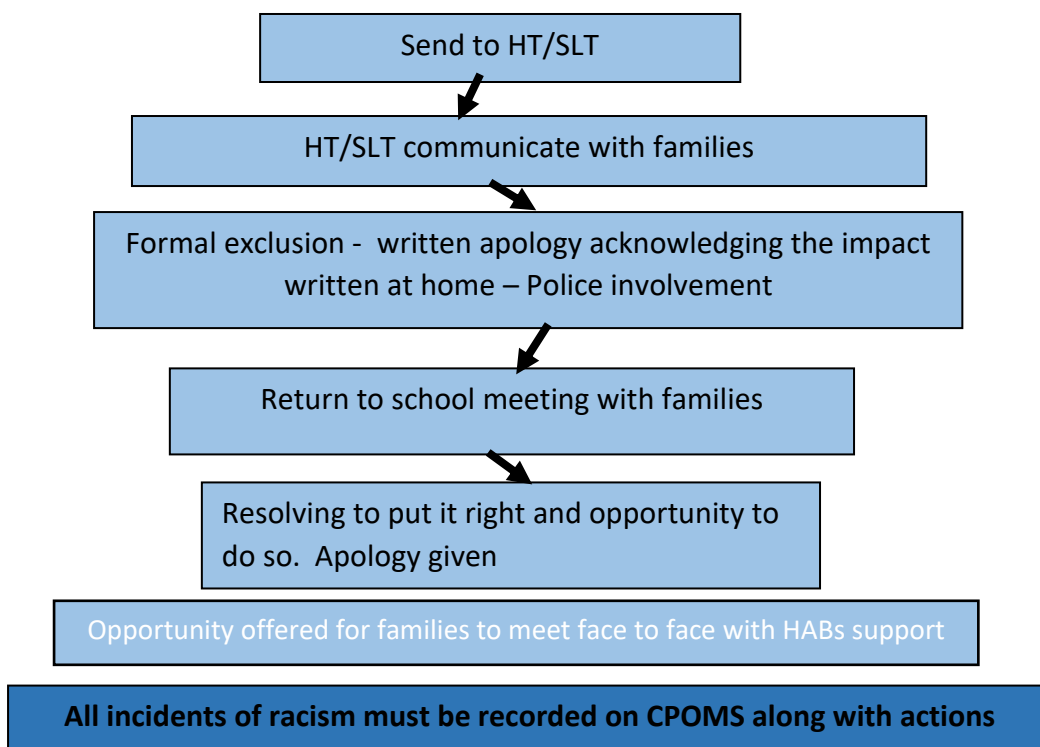
Anti-racism

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.

Responding to racism



REPETITIVE BEHAVIOUR AND FURTHER INCIDENTS (MORE THAN 2)



Racism is never accepted at St Catherine's

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:

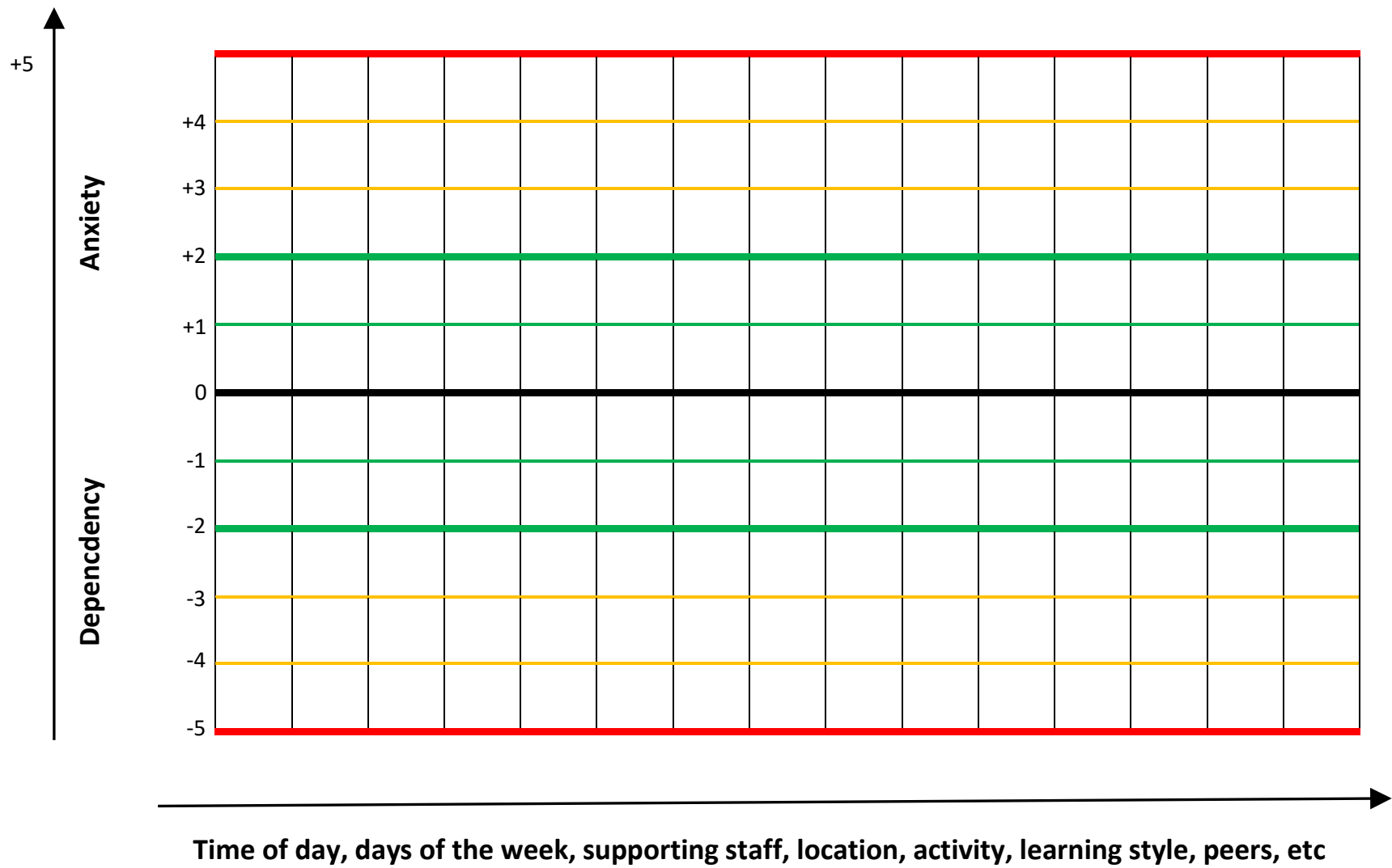
- Hitting or threatening others on purpose time and time again
- Calling someone names, time and time again
- Saying nasty things to someone or about someone time and time again
- Touching someone when they don't want you to, time and time again
- Distracting someone or stopping them from doing their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

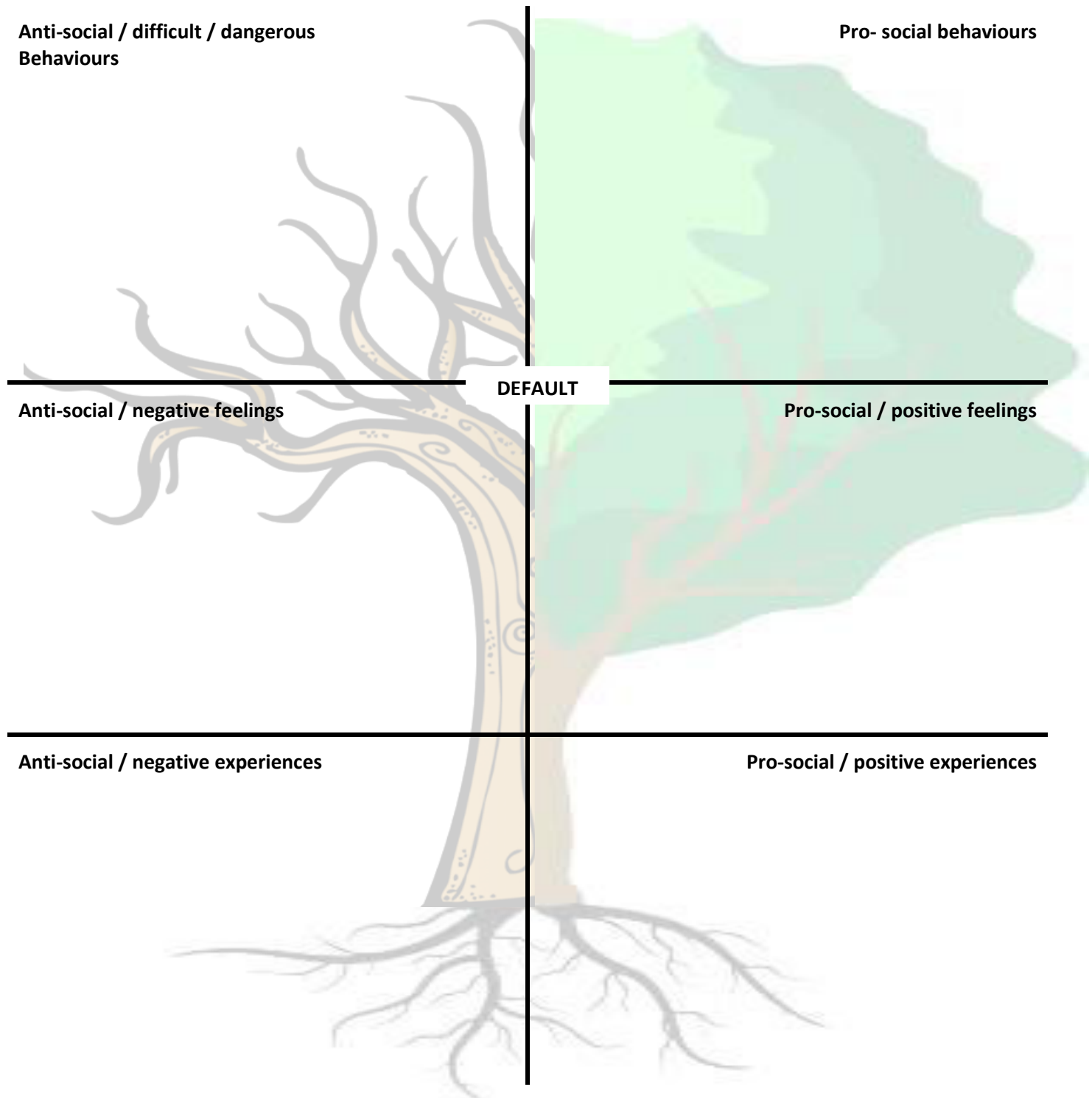
1. Tell someone you trust; an adult, or friends at school or at home
2. Have the courage to ask for help
3. If you have already told an adult about bullying, you must still tell them again.

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	Probability Of Harm B	Severity Risk Score A x B
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
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.....