

THURSDAY 17TH NOVEMBER

***LEARNING AND GROWING TOGETHER THROUGH PRAYER,
BELIEF AND LOVE.***



**ANTI-BULLYING WEEK
AT ST ANSELM'S**

14TH – 18TH NOVEMBER 2022



OUR AIMS TODAY ARE...

To think about what bullying is and how to help ourselves and our children if they are being bullied.

To share ideas and thoughts about our Behaviour Policy.

WHAT IS ANTI-BULLYING WEEK?

Anti-Bullying Week is a way of raising awareness about bullying. It is a week during which we learn about bullying and how to deal with it. We approach bullying all year round, to keep our children safe and happy. We recognise Anti-Bullying week as a great opportunity to raise awareness with children, parents and the wider community.

This year, Anti-Bullying Week is from the 14th to the 18th November. Anti-Bullying Week has a different theme each year. This year's theme is...



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ANTI-BULLYING WEEK 2022

←

**REACH
OUT**

#ANTIBULLYINGWEEK

We take part in Odd Socks Day, which marks the start of Anti-Bullying Week.

What do you think wearing odd socks is meant to show?

Some comments from our children:

‘With my funny socks, everyone can see the real me!’

‘I wore different socks today to show we are all different and that’s OK’

‘I don’t like wearing funny socks but I do like playing nicely with my friends’



WHAT IS BULLYING?

- Hurting someone else, on purpose.
- Something that happens repeatedly (over and over again).
- Not the same as something that happens once
- Hurtful in lots of different ways (not just physically).
- It can be face-to-face or online. Both ways are taken seriously.

SEVERAL
TIMES
ON
PURPOSE



REACH OUT

What do you think this year's theme, Reach Out, means?



Reach out to someone you trust if you need to talk.

Reach out to someone you know is being bullied. Whether it's in school, at home, in the community or online, let's reach out and show each other the support we need.

Some comments from our children:

'I know I can talk to my teacher or my grown ups'

'I can say STOP if I'm not happy or someone hurts me'

'I can find the adult in the playground as they have their yellow jacket on'

Who can we reach out to at St Anselm's?

Anyone else?



Parents

Mrs O'Connell

SMSA



Friends

Mrs Kelly-Keegan

Teachers



All staff

Mrs Marotta

BIG FIVE: Who could they be?

ST ANSELM'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY



WHAT DO WE EXPECT FROM CHILDREN AT ST ANSELM'S?

Pupils will be responsible for:

- **Their own behaviour both inside school and out in the wider community.**
- **Reporting any unacceptable or unsafe behaviour to a member of staff.**
- **Striving in their efforts to live out the school's Mission Statement**
- **Upholding their Class, Playground and Lunchtime Charters**
- **Following the Golden Rules**
- **Being committed to the home-school agreement**

OUR GOLDEN RULES

Our Golden Rules are specifically for children, and are written simply so that every child from Reception to Year 6 can understand and follow them.



Be gentle

Be kind

Be polite

Listen to adults and
other children



WORK HARD

LOOK AFTER PROPERTY

BE HONEST

SHOW RESPECT



Praise

Reward Stickers

Golden Time

Achievement Certificates

House Points

DoJo points

Kindness badge

Semper Fidelis Award

Extra Playtime

Playground Champions' Award

Teachers' Individual Reward Systems

Head Teacher's Recognition Award

PARENT ACTIVITY: BEHAVIOUR AND CONSEQUENCES

- ▶ Sort these behaviours into categories:
- ▶ **Minor (Yellow)**
- ▶ **Low level behaviours which affect learning**
- ▶ **Major (Orange)**
- ▶ **Serious behaviours which affect learning and safety**
- ▶ **Extreme (Red)**
- ▶ **Serious incidents which cause harm or upset, affecting learning, safety and wellbeing**

BEHAVIOUR AND CONSEQUENCES

Behaviour	Consequences
MINOR YELLOW	YELLOW (Consequences to be given by Class Teachers)
Disobedience – deliberately not doing something you have been asked to do Dishonesty such as telling lies, spreading rumours Minor disruptive behaviour such as calling out, interrupting or wasting time Minor verbal insults or unkind words which hurt the feelings of others including unsporting behaviour Taking things that don't belong to you without intending to deprive another person (innocent stealing)	Verbal warnings Losing golden time Missing playtime Lunch time detention

<p>MAJOR ORANGE</p> <p>Repetition of minor incidents and /or:</p>	<p>ORANGE Consequences to be given by Class Teachers. Referral to Deputy Head or Head Teacher may be necessary)</p>
<p>Being defiant or disrespectful to ANY member of staff by answering back or refusing an instruction</p> <p>Stealing from someone to deliberately deprive them of their possession</p> <p>Excluding others from games, conversations and activities</p> <p>Serious verbal insults such as swearing and name-calling that causes hurt to the feelings of others and affects their emotional wellbeing</p> <p>Physical behaviour towards others that causes them harm, makes them unsafe and affects their physical wellbeing</p> <p>Damaging property including that of peers and school</p> <p>Any behaviour that compromises the learning of other children</p>	<p>Losing golden time</p> <p>Missing playtime</p> <p>Lunch time detention</p> <p>Note in link book</p> <p>Contact with parents</p> <p>Excluded from class outings</p>

EXTREME RED Repetition of major incidents and /or:	RED (Referral to Deputy Head or Head Teacher)
<p>Racist behaviour including discrimination, racist language and behaviour</p> <p>Bullying: (verbal, physical, emotional, social media) including homophobic, racist and disability driven</p> <p>Deliberate physical violence resulting in injury physical violence (fighting, spitting, punching) resulting in injury</p> <p>Child on child abuse including sexual, digital and physical harm or harassment</p> <p>Exiting without permission so as to compromise one's own health and safety</p> <p>Any behaviour that compromises the health and safety of others</p>	<p>Contact with parents</p> <p>Internal Exclusion</p> <p>Fixed Term Exclusion</p> <p>Permanent Exclusion</p>

RESTORATIVE CONVERSATIONS

We all listen with no interruptions, reassured that everyone will have their time to speak.

Children are encouraged to maintain eye-contact but we understand that some children may not be able to keep eye contact and may prefer to focus their gaze elsewhere.

We use restorative questions to gain an understanding of what happened, find ways to solve the problems and think about ways to stop incidents reoccurring.

What happened and what were you thinking at the time?

What have you thought since?

Who has been affected and how has this made them feel?




What can we do to fix things?

How can we do things differently in the future?

We ensure there are no interruptions or arguments, turns are taken throughout the restorative conversation until everyone has had their time to talk.

The adult is there to facilitate and support the restorative conversation, not as part of the discussion. The adult makes sure that the turns are taken, and that children consider the questions in an age appropriate manner.

Some children may not be ready to have a restorative conversation, the adult can offer a postponement and some support if the child is not ready to speak.

Name:		Class:		Date:			
		Thinking about my Behaviour					
1. Think back to what happened. <i>What did I do? What was I thinking at the time?</i>				2. What rule was broken? <i>Did I keep myself or others safe and happy?</i>			
							
3. What is my side of the story? <i>How has this affected me or others?</i>				4. What can I do to fix things? <i>How can I do things differently in the future?</i>			
Notes and comments:				Sanctions and restorative discussion:			
Signed:				Date:			