



Policy name:	Behaviour Policy
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‘We want Colney Heath to be a respectful, secure, creative learning community in which every individual has an opportunity to confidently and enthusiastically discover, explore and realise their highest potential.’

Our Rationale for Behaviour Development

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We believe this is achieved through positive relationships.

Relationship-based practice, or taking a relational approach, includes having high, shared expectations for behaviour that ensures a safe, calm learning environment and addresses any form of harmful behaviour.

Relational practice focuses on empathetic responsiveness and promotes the teaching of social and emotional skills with a focus on self-regulation and promoting independence as a learner.

Relational practice always takes individual needs and capacity into consideration when responding to negative or harmful behaviour instead of more traditional 'one size fits all' fixed punitive responses. All aspects of this policy apply equally to everyone in the school community regardless of gender, belief or ethnicity.

INTRODUCTION: A RELATIONAL APPROACH TO TEACHING BEHAVIOUR

We follow a relational approach to behaviour. A relational model is one which is based on the principle that there are better ways of changing behaviour than through the use of punishments or threats, and rewards as bribes, which can be ineffective (except for in the short-term) and sometimes harmful.

This is a relational approach which emphasises using preventative strategies and de-escalation techniques, rather than relying solely on reactive strategies. It is creating positive experiences we may create positive feelings and thus positive behaviours. If we really want to help children to learn and develop in terms of their behaviour - to make it more 'pro-social' - then we need to have a culture that is rooted in understanding the feelings and experiences that lie behind the child's behaviour and be prepared to model and promote pro-social behaviour..

Colney Heath is an inclusive setting that promotes equality of opportunity. We appreciate that children are individuals and that, as a result, different strategies will work to motivate them; we do not endorse a one-size-fits-all approach to managing difficult behaviour and encouraging 'pro-social' behaviour.

Our staff are all given regular training and support on this approach.

1. PREVENTATIVE STRATEGIES AND PROMOTING PRO-SOCIAL BEHAVIOUR

Our emphasis is on promoting the positive and teaching the children how to behave 'pro-socially'. The whole school community must promote pro-social behaviour through:

- building good relationships
- role modelling
- praise and encouragement
- explicit teaching of pro-social behaviour

Staff are expected to plan to prevent behaviour from becoming difficult or challenging.

Pro-social behaviour

Pro-social behaviour refers to social behaviours that are intended to help others (e.g. helping, sharing or co-operating) and behaviours that conform to rules and/or are socially acceptable.

Rules

Members of the school are expected to follow basic rules that keep everyone safe, respect people and property and enable the school to be a learning community.

Classes may produce age-appropriate definitions and display these in their rooms.

Motivating classroom environments: The 'climate' of the classroom is an important factor in preventing difficult, disruptive or dangerous behaviour and in keeping children motivated and engaged.

Children will learn best in a classroom where the adults:

- show that they care
- establish clear expectations in their classroom
- give children a high level of challenge along with a high level of support.

Learning behaviours: We want children to learn to take responsibility for their own behaviour and learning; one way in which we teach children about this is through the PSHE curriculum. We encourage children to challenge themselves, take risks and try new things.

PSHE Personal, Social and Health education is taught across all year groups on a regular basis as well as through assemblies. Within PSHE lessons children are given opportunities to participate in discussion. The purpose of these is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities each child has the chance to contribute and should feel listened to. These also offer the chance to model and teach children 'pro-social' ways to behave and to address concerns that the children may have in relation to learning or friendships

Reducing stress and anxiety: Children cannot learn if they are feeling stressed or anxious so we ensure that there is time within the curriculum for children to relax through: mental health activities, Mindfulness strategies, regular time for learning outdoors, opportunities for children to make choices in relation to their learning.

Strategies for managing behaviour positively. There are many ways that teachers and other school staff can keep the behaviour in the classrooms positive and to reduce the occurrence of disruptive, difficult or dangerous behaviours. Where difficult behaviours can be anticipated, teachers can plan strategies to minimise or prevent these e.g. through regular use of sensory activities for an individual. Where necessary, staff and parents collaborate on creating a Behaviour Plan to detail known triggers, regulatory activities and strategies to ensure that the child is safe and able to manage their behaviour.

2. RESPONDING TO DIFFICULT OR DANGEROUS BEHAVIOURS

When faced with difficult or dangerous behaviours staff will respond in a way that is most likely to reduce anxiety and lead to changing the experience.

- **Effective use of language**
- **De-escalation**
- **Emotional recovery**
- **Reflecting, repairing and restoring**
- **Consequences.**

2.1 Effective use of language. When faced with difficult or dangerous behaviour our staff will respond in a way that is most likely to reduce anxiety and make the situation better. This means:

- using positive phrasing (saying what behaviour you want to see)
- giving a limited choice
- disempowering the behaviour (reducing attention for difficult behaviours)
- the use of logical consequences.

2.2 De-escalation. All staff should focus on de-escalation as the most appropriate and effective way to manage difficult or dangerous behaviour. This means changing either the experience itself or the feelings that the experience is generating in the child. Where a child is in distress staff may use a 'de-escalation script' or other strategies e.g. distraction, movement break

2.3 Regulation After any incident that has left a child feeling anxious or angry they will be given time and space to recover emotionally. This will vary for different children but spaces that can offer this include: the professional's room, the library. An adult will always be present or watching from nearby.

2.4 Repairing and restoring. After an incident, where a child has been dysregulated the children involved will be given time and space to reflect on what has happened, how they and others feel and the effects of what has happened. They will be guided to think about how they can repair any damage done (physically or emotionally) and how to restore relationships with those affected. This reflection will only be effective once the children are feeling calm and positive so there may be a necessary delay between an incident and the reflection process.

3. BULLYING

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, gender, sexual orientation, social background, Special Educational Needs and Disabilities.

Complaints that children are being bullied are always taken seriously, whether the complaint is made by the victim or by someone else on their behalf.

All members of staff recognise that bullying is very distressing for everyone involved - every effort is made to handle complaints promptly, fairly and with sensitivity.

Bullying is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a short period of time (Risk Assessment Probability scale 2 or more)
- Difficult for victims to defend themselves against.

Details of the forms of bullying can be found in the Guidance.

It can take many forms but the main types are:

- **Physical** – hitting, kicking, pushing, kicking, hitting, punching or any use of violence, racial taunts, graffiti, gestures
- **Verbal** – name calling, insulting, making offensive remarks, sarcasm, spreading rumours, teasing
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.
- **Emotional**- being unfriendly, excluding, tormenting (eg, hiding equipment or possessions, threatening gestures, spreading rumours)
- **Sexual** - unwanted physical contact or sexually abusive comments
Homophobic, Biphobic, Transphobic. - because of or focussing on the issue of sexuality
- **Written** -offensive or threatening written material
- **Cyber** - All areas of internet such as email, internet chat room abuse and social media sites. Mobile threats by text messaging and calls.
Mis-use of associated technology, ie, camera and video facilities

Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Bullying is monitored by all staff, and the headteacher reports to governors on request about the effectiveness of the policy. It is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's system (CPOMS), where incidents of behaviour are recorded, and by discussion with the headteacher.

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 or special educational needs.

4. UNDERSTANDING BEHAVIOUR

We understand that behaviour is often a form of communication and as such we aim to work with children and their families to find out what experiences and feelings might underlie difficult or dangerous behaviours. If a child is having a lot of difficulty with behaviour, we use a range of tools to aid our understanding of what the possible causes might be. Where necessary we may then create

an Individual Risk Reduction Plan for that child which will be shared with parents/carers. We work closely with external agencies to ensure that children and their families receive support where it is needed. Also see below regarding Special Educational Needs and Disabilities.

5. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We expect all children to follow the school and class expectations. However, this will be more difficult for some children at certain times. To support children with difficulties that affect their behaviour, additional measures may include a variety of strategies. See guidance:

- Regular meetings between teacher and parent/carers.
- Home-school contact book (e.g. book of brilliance)
- Short term goals and targets linked to their provision map
- Involvement of external agencies
- Individual Risk Reduction Plan (see appendix ix.)
- Meetings with the SENCo (Special Educational Needs coordinator)
- Constructive indoor play at lunch or play times
- Reduced timetable (see below)
- Social stories

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the rules (e.g. where a child has an Education Health Care Plan, is developmentally delayed or attachment and trauma experiences affect ability to follow rules). Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, the class teacher, SENCo and parents/carers.

6. PLAYGROUND BEHAVIOUR

Play and lunchtimes should be a positive experience for children and therefore children are expected to continue to follow the expectations when out on the playground. We have a range of positive measures in place to help ensure that play and lunchtimes are fun for all:

Playground Equipment: these are managed by our Lead MSA and are used to ensure that there is a good range of activities to keep the children busy.

Lunchtime club: an inside option identified for key children at certain times and run by a consistent member of staff. This is currently used mainly for KS2 children.

Buddies: Each Reception child is paired with a Year 6 child who becomes their buddy. The buddies support the younger children to manage lunchtimes especially at the beginning of the year.

Lunchtime rota: a nominated member of the Senior Leadership Team (SLT) is on duty every lunchtime to support with any behavioural issues.

7 Procedure for responding to difficult and dangerous behaviours

Level	Examples of behaviour	Actions and adult responsible	Reasonable adjustments Recording
Low level	<p>Being unkind: using a put-down (one-off), leaving someone out, spoiling someone's work/model, name calling</p> <p>Being disrespectful (to self/people/things): interrupting when others are speaking, drawing on exercise books, not helping to tidy up, answering back, refusing to follow instructions, bad language (one off), telling lies</p> <p>Being unsafe: something that might have caused some harm e.g. throwing a rubber across the classroom, pushing and shoving in the line, refusing to leave/ entering an area in the playground as requested</p> <p>Behaviour for learning: poor effort, chatting, disruptive noises, wandering around the room, distracting others</p>	<ul style="list-style-type: none"> • <u>Positive tactics</u> (Distract & re-focus, reduce anxiety, ignore secondary behaviours, praise others) • <u>Direct</u> (Gain child's attention – pause – direct them to do what you want them to be doing – and why) • <u>Warn</u> (Tell them what related consequence will follow) • <u>Protective consequence</u> (e.g. 5 minutes time-out or time-in, in class to allow the lesson to continue uninterrupted) • <u>Re-include</u> (attempt to re-include the child to the activity) • <u>Related consequence</u> given (e.g. clean up mess made, practise lining up, re-do/finish work) • <u>Praise</u> right behaviour choice once child has re-engaged in learning 	<p>In the case of a child with SEN, proactive strategies should be engaged to de-escalate the situation. . IEP and RRP details should be used.</p> <p>This may include, but does not limit, to these below e.g. sensory circuit, agreed time out, discussion around Zones of Regulation.</p> <p>No recording necessary (unless persistent)</p>
Moderate level	<p><i>Frequent or_persistent</i> low-level behaviour from any category above</p> <p>Being unkind: deliberate remarks or acts that would upset someone</p> <p>Being disrespectful (to self/people/things): serious mis-use of school property, laughing at someone's contribution or viewpoint;_refusal to listen to an adult</p> <p>Being unsafe: behaviour that could cause harm e.g. pulling a chair away, running around with scissors,</p> <p>Behaviour for learning: refusing to work or engage with the lesson</p>	<ul style="list-style-type: none"> • <u>Protective consequence</u> - Continue learning in an alternative learning space (neighbouring classroom or dining room with class TA) for rest of the session. Send 'learning elsewhere' card. • <u>Educational consequences e.g.</u> <ul style="list-style-type: none"> o think sheet completed in child's own playtime. Discuss with class teacher or TA. o opportunities to practise behaviours expected o explore consequences of breaking the rules on themselves, others and the environment. o Mediation/ apology letter 	<p><i>After consultation with parent:</i> <i>Internal referral to:</i> <i>Toy or Play Therapy e.g. Toy Box</i> <i>Mentor Group</i> <i>Social Skills support</i> <i>Parent Support Worker</i></p> <p><i>In the case of a child with SEN, where the above is already in place, a review of this provision may be necessary. Discussion with parents around a change of approach or development of RRP.</i></p> <p>Record of incident made on CPOMs by <u>reporting adult; linked to class teacher.</u></p>
<p><i>Serious/ Difficult</i></p> <p><i>Potential for a significant impact on the well-being of self or others. Support may be</i></p>	<p>Persistent moderate level behaviour from any category</p> <p>Being unkind: Deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting</p> <p>Being disrespectful (to self/people/things): Swearing at someone (intentionally), vandalism, stealing from a lunchbox</p>	<ul style="list-style-type: none"> • <u>De-escalation</u> techniques if needed • <u>Immediate protective consequence</u> (Child to be taken to a safe place. SLT informed of incident but not necessarily to deal with incident. Child to stay with a member of staff for emotional recovery time) • <u>Reflect, repair and restore</u> to be carried out by class TA / Teacher • <u>Educational consequences</u> e.g. Think sheet completed in child's own playtime, clean up, letter of apology, work on safety 	<p><i>In the case of a child with SEN, a RRP should detail strategies in place. Investigation to see if de-escalation strategies were used and if so why were they not effective? What needs to be put in place instead?</i></p> <p>Incident recorded on CPOMs. Three incidents of serious or difficult behaviour prompts a review of strategies with the parent. Therapeutic recommendations are</p>

<p>required from school resources e.g. First Aid, nurture, Mentoring</p>	<p>Being unsafe: throwing/kicking objects that are likely to cause significant harm, absconding – from the classroom Behaviour for learning: inciting other children to misbehave.</p>	<ul style="list-style-type: none"> • <u>Further protective consequence</u> – may be need for child to work in another class for further sessions or stay in at lunchtime until they show they are able to follow the rule they broke. 	<p>expected to be engaged with and supported by parents. After parents have been contacted a referral to an outside agency may be agreed – Eg LINKS, St Albans+ etc SLT informed.</p>
<p>Extremely serious/ Dangerous behaviour Potential for impact that requires external agency support</p>	<p>Persistent serious level behaviour from any category Being unkind: persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting (BULLYING), racism, homophobia One-off incident causing significant physical or emotional harm. Being disrespectful (to self/people/things): as above, vandalism where others could have been seriously harmed, swearing at an adult as an insult, stealing, verbal abuse to an adult Being unsafe: as above, Absconding – from the school site</p>	<ul style="list-style-type: none"> • <u>SLT</u> called for • <u>De-escalation</u> techniques if needed • <u>Immediate protective consequences</u> Child to be taken to a safe place or made safe where they are. Child to stay with a member of staff for emotional recovery time. • <u>Reflect, repair and restore</u> to be carried out by SLT • <u>Educational consequences</u> – e.g. think sheet completed in child's own playtime, pay for repairs, plan in place for teaching behaviours <p><u>Further protective consequences</u> – child to work in another class or play indoors until they show that they are able to follow the rules. Possible suspension or exclusion, reduced timetable, intervention from other agencies, intervention form Governors, risk reduction plan. Any sanctions – but particularly where exclusion is considered - should be mindful of : Level of harm/ damage. SEN strategies that were in place Previous incidents – frequency, severity, targeted nature, timescale Involvement and engagement with support that has been offered. Where sanctions/therapies are applied more than once, it is expected that they would be more intense than those used at previous incident.</p>	<p>In the case of a child with SEN, a RRP should detail strategies in place. Investigation to see if de-escalation strategies were used and if so why were they not effective? What needs to be put in place instead?</p> <p>Incident recorded CPOMs SLT informed. Parents contacted</p>

Definitions :

Frequent – Weekly or less. The risk of this happening again is more likely than it not happening again.

Persistent – Daily, constantly or in the very least several times a week. There is a very strong likelihood it will happen at any given time.

8. Suspension and Permanent Exclusions

It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

In the event of a suspension or exclusion the school will follow its policy on suspensions and exclusions.

9. Part-time or reduced timetables

Occasionally it may help to reduce the amount of time that a child attends school. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure where their behaviour is persisting to cause harm to others despite all attempts to prevent it. This is a time-limited arrangement and will include a plan for support.

Appendices

Operational Practice for Staff

This guidance has been developed to promote consistent application of our Relationships and Behaviour Policy. The strategies and interventions listed below here are not exhaustive but are a small selection of things we can pre-plan and practice with different learners and different classes.

Planned approaches to promote learner engagement and positive behaviour.

These approaches should be part of regular planning, preparation and practice. Managing the learning environment is the most effective and universal way to promote engagement in learning and positive behaviour.

This includes :

- Clear expectations are created with, and shared with learners. They are regularly referred to.
- Classroom routines are clear and well-established
- Classroom spaces are tidy and free of clutter. Displays are organised, reflect learning or support behaviour.
- Resources are easily accessible and labelled
- Learning is well planned and sequenced as a series of connected lessons
- A range of activities and resources are used to engage all learners and these are adapted as required
- Seating arrangements are organised to ensure the most effective learning environment possible, depending on the needs of learners and activities
- All transitions of activity, people, grouping and location are consistent, calm and supported. Learners are welcomed at the door and leave calmly in a positive manner.

Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual learners at that time.

A variety of factors will influence the choice of strategy :

- Staff build relationships consciously with pupils by showing genuine interest in them as people and cultivating professional, caring relationships
- Quietly ask the pupil if everything is OK, be aware of audience and the impact this may have on the learner
- Non-verbal communication is used e.g. a smile, thumbs up, eye contact, visual prompt towards the board)
- Distraction and re-direction away from the behaviour and towards the learning

- Appropriate use of humour
- Verbal prompt – ‘What should you be doing?’
- Provide help with task to get them back on track
- Quiet, private reminder of expectation
- Time and space to regulate – this may mean moving away from them or moving them away from others
- Remind them of positive consequences of maintaining expectations and times when they have done this successfully before
- Calmly remind other learners that harmful behaviour will not be ignored as this is not kind or respectful

Rewards and Consequences

Consequences follow on naturally from behaviour; they can be positive or negative.

We aim to develop intrinsic motivation, which means that we carry out a behaviour for our own satisfaction rather than reward. However, there is also a place for more tangible rewards, particularly with younger children who may need to learn about extrinsic motivation before moving to intrinsic motivation.

Staff have a range of rewards that aim to develop intrinsic motivation. We aim to explain to children what the reward is for and it is the behaviour that is the priority. Staff use rewards in line with individual children's needs or an activity e.g. bookmarks are given out to celebrate reading regularly. These may include :

Team Points: In Key [Stages 1 and 2](#) team points are awarded to recognise and reward individual achievement. Each class have a reward system based on the number of points earned. This reward system is agreed by the class at the beginning of each new school year. Points can only be added to and should not at any point be taken out of the jar as a 'sanction'. Each class contribute to the creation of a Reward Menu, for their class, that they are able to achieve and enjoy based on their Team Points.

Marble jars: Class teachers can use a 'marble jar' to recognise and reward collective achievement. Once marble jars are filled the class may choose to do a celebratory activity. Marbles can be awarded for pro-social behaviours linked to the statement of responsibilities and learning behaviours. It is important to remember not to use marbles as a bribe and children should be told the specific reason it is being given. Marbles can only be added to and should not at any point be taken out of the jar as a 'sanction'.

Where children do not follow the expectations despite being reminded or where significant harm has been caused, staff may use consequences to reduce any further harm or disruption ('Protective consequences') and to teach the children how to behave pro-socially ('Educational consequences'). An educational consequence must always be given following a protective consequence to ensure that children are given the opportunity to learn from their mistakes.

A Protective consequence could be used if the behaviour causes or is likely to cause harm. (Playtime inside/ escorted by adults at certain times/ individual workstation/ avoid lining up). Must always be followed by an educational consequence.

Time out as a consequence: A protective consequence can include removing a child if they are disrupting the learning of others and you've tried strategies to manage this, but it continues. Make sure you have already warned them of this (SCRIPT "If you carry on ... you will have to work at/in... instead") Initially 5-10 mins time-out in class and then try to help the child re-join the class. If this is not successful then child can continue to complete learning in alternative space. SCRIPT "when you ... it means your friends can't learn and I can't teach, so you'll need to do ... here."



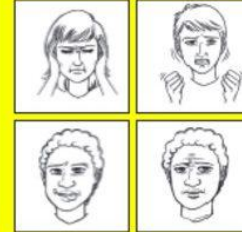

An Educational Consequence could include:

- ✓ Completing a task away from peers "The other children on your table cannot concentrate, so you will need to complete your task over here"
- ✓ Completing a task at another time "Obviously you are not ready to go and do X; you still need to complete your task."
- ✓ Rehearsing "You will need to show me that you can share the Lego nicely, so let's practise together now" (model language of sharing and turn taking). "I need to see that you can come in when the whistle goes, so that we can all get back into class ready for learning time, then I will know that you are able to go outside at playtime with everyone else." (Short time outside to practise coming in. If not successful, playtime indoors).
- ✓ Restorative meeting - time to meet and talk with a child affected by their actions.
- ✓ If the behaviour is persistent – try asking someone to observe and record everything that the child says/ does (don't tell them this is what is happening). Show the list to them later and discuss 1:1 – use think sheet questions as prompts.

IF LOW LEVEL BEHAVIOURS ARE PERSISTENT, think about ways to plan to PREVENT it. DISCUSS WITH SLT AND PARENTS/CARERS IF NEEDED.

IF A CHILD ABSCONDS FROM THE CLASSROOM, SEND A CHILD TO THE OFFICE WITH A RED CARD

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is.

The Green Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control. moving slowly or sluggishly.

The Yellow Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behavior, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

In the classroom, students are provided strategies to help them regulate their bodies and get back to the green zone. We created a visual to help remind students of the different strategies they could use in the different zones. These strategies are meant to take no more than 5-10 minutes.

Dealing with a Complaint about Bullying

All reported incidents should be followed up promptly and effectively.

All serious incidents will be recorded on CPOMS (racist and gender issues will always be regarded as serious).

Victims should be supported and their self-esteem raised.

Bullies need to be helped to solve problems in a non-confrontational or competitive way. Victims will be supported to develop their assertiveness, resilience and independence skills.

In response to a complaint of bullying the school will identify an appropriate response, this may include:

- talk to the bullied child – see if they are happy to have a meeting with the bully and observers/rest of class.
- Have a circle time in class – we have a problem, can we solve it?
- Discuss how unhappy the bullied child feels and ask the group “how can we stop X from feeling like this?”
- Children’s responses are written down on our Think Sheets
- Make an action plan – talk about it.
- Discuss the situation a week later to see how things are going. If these strategies do not resolve the problem and it continues the situation is then monitored
- A member of staff is identified to the child
- The identified person will ask the child every day if they have any incidents or concerns to report
- These are recorded on our CPOMS system.
- Parents are given regular feedback throughout the monitoring period
- The child identified as the bully is not usually approached during this monitoring period, but earlier adult intervention may occur during the monitoring period if this is felt necessary.

At the end of the monitoring period the matter is dealt with as is appropriate,

this may include:

- Discussion with both or all of the children involved

- Encouraging the children to recognise each other's point of view
- Giving the children the opportunity to discuss and question each other in a supported context
- Making appropriate inclusions in the PSHE curriculum
- Involving the children's families
- Sanctions for a child identified as doing wrong.