



CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

SCHOOL BEHAVIOUR AND ANTI-BULLYING POLICY

Date Policy adopted by Governors	November 2018
Review date	November 2020
Review schedule	Biennial
Review responsibility	Learning and Teaching sub-committee
Signed (Head) <i>Ayesha Hesh</i>	Signed (Chair of Governors) <i>Mr J. Ditchburn</i>

Crosby on Eden CE Primary School School Behaviour and Anti-Bullying Policy

1. Aims and Expectations

- 1.1 As a church school, it is the fundamental aim of our school that every member of the school community feels valued, cared for and respected, and that each person is treated justly and compassionately. 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 manner 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.
- 1.2 We do have provision for 'school rules', however; the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and flourish. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community (i.e. pupils, staff, parents, governors, volunteers, student teachers and visitors) to behave in a considerate and compassionate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent manner.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 Our high expectations of behaviour apply whether children are in school, on an educational visit, or visiting places, with or on behalf of school, attending after school clubs or early drop off club.
- 1.7 Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work (in paid capacity including coaches) at Crosby-on-Eden CE Primary School have a responsibility for behaviour. They need, wherever possible, to support our "no shouting and no intimidation" culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff and volunteers. Volunteers should advise the Class Teacher or staff member in charge if there are any instances of inappropriate behaviour in line with the volunteers guidance provided.
- 1.8 Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.
- 1.9 The school rewards positive behaviour, through Golden Time and in special assemblies, as it believes that this will contribute to an ethos of kindness, compassion and co-operation. This policy is designed to promote positive behaviour, rather than merely deter negative behaviour.

2. Rewards and sanctions

- 2.1 We praise and reward children for positive behaviour in a variety of ways:
 - All staff congratulate children and/or reward them with motivational stickers and verbal explicit praise.

- All staff give children house points and in-class rewards for consistent positive behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each week we nominate children from every class for a variety of awards e.g.: ‘work of the week’; ‘great handwriting’; ‘Respect’ – respect awards are explicitly for children who show respect and courtesy to adults and children alike, and who look after school property equipment.
- Children are given lunchtime awards for good manners, helping others, super listening etc
- Each child who is recognised for an award receives a certificate in the school’s Friday ‘Good News’ assembly and a small prize.
- Children are also awarded special certificates and prizes for demonstrating the values from each of our Collective Worship themes, e.g. ‘Great Friend’, ‘Good Role Model’, ‘Special Peacemaker’ etc.
- Community spirit is enhanced through weekly house points celebrations, house team half term awards and a ‘Pupil of the Year’ award.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The ‘Enjoying Achieving; Achieving Enjoyment’ wall display contains information regarding pupil achievement out of school, for example, music or swimming certificates.

2.3 Teachers have the right to teach and children have the right to learn. Children who break the ‘Crosby Responsibilities’ stop teachers from teaching and stop themselves and others from learning.

2.4 The school employs a small number of sanctions to reinforce positive behaviour, and to ensure a safe and positive learning environment. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen NOT to do so. We employ each sanction appropriately and with compassion to each individual situation. The children are encouraged to reflect on their behaviour and how their decision has affected others.

- We expect children to listen carefully to instructions in lessons as well as at other times such as during assembly or in the dining hall. If they do not do so, having initially been politely reminded, we ask them either to move to a place nearer an adult, or to sit on their own.
- We encourage and expect children to try their best in all activities. If they do not do so, we may ask them to redo, or spend more time completing, a task.
- If a child is disruptive in class, the staff member reminds them of our expectations; this is usually a sufficient sanction for most children in most situations. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he is ready to return to learning, and is in a position to work positively again with others. The teacher will take a note of this incident, which may result in a loss of break time or Golden Time.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and models the desired behaviour. If the child’s behaviour still continues following this, then s/he will be removed from taking part for the rest of that session.
- If a child threatens or intimidates another pupil, the staff member records the incident, the pupils involved are then asked to describe their interpretation of events (older pupils may be asked to write down their version of events) following which the teacher will discuss the incident with all parties involved. If it is deemed necessary/ appropriate the child has a sanction such as a loss of break time / golden time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the

child's parents and seeks an appointment in order to discuss the situation, with a view to improving the child's conduct and promoting a positive outcome for all.

- 2.4 The school responsibilities are discussed with each class. In addition to the responsibilities, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour and care towards others that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' using a solution focussed approach.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Additional guidance on anti-bullying procedures in school can be found in the appendix at the end of this document.
- 2.6 Break and Lunch times: behaviour is expected to be in line with that at other times of the school day. Undesirable and inappropriate behaviour during playtime and lining up time is noted in a 'purple' class book and time is lost at an appropriate part of the day. In addition, a yellow/red system operates in the playground at break/lunchtimes to deter acts of physical aggression and minimise the risks arising when childrens' play becomes too rough. A yellow 'reminder' may be given to a child when their actions in the playground are in danger of jeopardising the safety and well-being of others. If the child then responds appropriately and ceases the negative actions, no further action is required. A red warning will be issued when a child deliberately hurts another child with an act of physical aggression in the playground. The child will then lose the rest of their break/lunchtime to reflect on their actions, supported by an adult. Parents are informed when a child has lost a break time in this way through a standard letter home (see Appendix 1). Where the incident is considered to be either a relatively minor incident, or a 'one off' action, option A is circled; 'requiring no further action and dealt with in school'. In this case, the letter is sent home simply in the interests of keeping parents informed. Should option B be circled on the letter, the incident may be either of a more serious nature, or may be due to a culmination of repeated incidents. In this instance, follow up action is required and the parent/s are requested to contact the child's teacher to discuss the matter. Throughout the process, children are supported to reflect on their behaviour and identify themselves how they could stop a repeat occurrence.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.(see appendix) Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3. The Role of the Class Teacher

- 3.1 It is the responsibility of all staff to ensure that the school rules are adhered to in their class and that their class behaves in a responsible manner during lesson time.
- 3.2 The staff members in our school have high expectations of the children in terms of positive behaviour and care for others, and they strive to ensure that all children work together and to the best of their ability.
- 3.3 The staff members treat each child fairly and enforce the classroom code consistently. The staff members treat all children in their class with respect and understanding.

- 3.4 If a child misbehaves repeatedly in class, the staff member keeps a record of all such incidents. In the first instance, the staff member deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with appropriate external agencies in an advisory capacity.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy and using the school Behaviour and Attitude form which is completed termly by pupils and staff. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The Role of the Headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The headteacher keeps records of all reported significant incidents of poor behaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious misdemeanours. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5. The Role of Parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the Home School Agreement, and we expect parents to read these and support school in implementing them. Parents are issued with a 'Home/School Agreement' which details the role they play in partnership with the school in respect to their child's time in our school. All parents should read, sign and return the Home/School agreement when their child starts Crosby-on-Eden School.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home/School Agreement which is signed by parents and children at the beginning of each academic year. We try at all times to build a supportive and mutually respectful dialogue between our parents and carers and our school.
- 5.4 If the school has to use reasonable sanctions to address a child's negative behaviour, parents should support the actions of the school. **Should parents in any instance have any concern about the way that their child has been treated, they should initially contact the class teacher.** If the concern remains, they should contact the Headteacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- 5.5 Parents are requested to be considerate in their use of social media and not post messages of a defamatory or discourteous nature about individual members of staff or the school itself on social media. Complaints and concerns should be addressed with individual class teachers and/or the Headteacher.

6. The Role of Governors

- 6.1 The Headteacher has the responsibility of setting down these general guidelines on standards of conduct and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7. The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: *advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.*

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be

sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

7.1 **Action as a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

7.2 **Circumstances in which reasonable force might be used**

Circumstances in which reasonable force might be used include the following:

Examples – schools may include their own examples as long as they are deemed reasonable

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

7.3 **Power to Use Reasonable Force when Searching Without Consent**

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

7.4 **Unreasonable Force**

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

7.5 **Staff Training**

Identified members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

7.6 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

7.7 Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or Deputy DSL in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- a) Did the incident cause injury or distress to a member of staff or pupil?
- b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

7.8 **Post Incident Support**

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 3.2 above.
- help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

7.9 **Follow Up**

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

7.10 **Other Physical Contact with Pupils**

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

8. **Fixed-term and Permanent Exclusions**

8.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.2 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.
- 8.3 The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 8.5 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.
- 8.6 When an appeals panel meets to consider 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.
- 8.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

9. Children with Special Educational Needs

- 9.1 We expect all children to abide by the Crosby School Responsibilities. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.
- 9.2 Children with behaviour difficulties at Level 1 or Level 2 on the SEN Register may:
- Have regular meetings with their teacher and parents/carers.
 - Be placed on a 'positive behaviour chart' by the class teacher in consultation with the Headteacher. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers see the form daily.
 - Have targets for improved behaviour on their SSP (School Support Plan), or IEP, or SEN IEP.
 - Have an individual Behaviour Plan if deemed necessary.
 - Meet regularly with the SENDCo to discuss progress.

Children who have an Education Health Care Plan (EHCP) may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

10. Monitoring

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes amendments for further improvements.
- 10.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom and outside incidents. The Headteacher monitors those incidents where a child is sent to him/her on account of negative behaviour and records significant incidents.
- 10.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

11. Review

- 11.1 The Headteacher, in collaboration with school staff and pupils, reviews this policy every two years. The Headteacher may, however, review and/or amend the policy earlier than this, for example if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

ANTI-BULLYING POLICY

Read in conjunction with our Peer on Peer Abuse Policy

Statement of Intent

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone (especially the child it is happening to) who knows that bullying is happening is expected to tell the staff. Any racist or homophobic incidents must also be reported.

What is bullying?

Bullying is the targeted use of sustained force or threats with the intention of hurting another person. Bullying causes emotional, physical and mental distress.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can be:

- Emotional: being repeatedly unkind, excluding, and tormenting (e.g. hiding books, threatening gestures) over a period of time.
- Physical: repeated pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: because of, or focusing on the issue of sexuality.
- Verbal: Name-calling, sarcasm, spreading rumours, teasing.
- Cyber: All areas of internet, such as e-mail and internet chat room misuse; mobile phone threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

See our Peer on Peer Abuse Policy and Online Safety Policy

Why is it important to respond to bullying?

Bullying causes great distress. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and feel valued in our school community. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying has been reported.

- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. (See point 5.4 of this document)
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported and any allegations of bullying will be thoroughly investigated.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. The list below indicates some possible signs that a child is being bullied, however, you know your child and their normal behaviour.

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money and starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses if any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems and may not necessarily be related to bullying.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be reported by staff to the Headteacher.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. Every effort will be made to help the child/ren displaying bullying behaviour to change their behaviour; guided by our Christian values of forgiveness and compassion.

Outcomes

1. The child/ren displaying bullying behaviour may be asked to genuinely apologise. Other consequences may take place within the school's policy for addressing behaviour and discipline.
2. In serious cases, exclusion will be considered.
3. If at all possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will take action in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Prevention

We will use a variety of methods of helping children to prevent bullying. As and when appropriate, these may include:

- Making reference to the school's Christian values to facilitate forgiveness and reconciliation
- Writing a set of school responsibilities / code of conduct with the children
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters in class circle time

Review

This policy will be reviewed by staff and pupils every two years as an integral part of our school's behaviour policy.

Appendix 1

CROSBY-ON-EDEN C OF E PRIMARY SCHOOL

Dear: _____

This note is to inform you that _____ has been sent in from the playground for inappropriate behaviour and has subsequently lost a break time. He/she has had the opportunity to reflect on this and discuss it with an adult in school.

School considers this matter to have been (delete as appropriate):

A – Fully dealt with in school and requiring no follow up action

B - Requiring follow up action; please contact your child’s class teacher to discuss this

Please return the slip below to confirm that you have received this letter.

We thank you for your support on this matter.

With Kind Regards,

Miss A Weston

Name of child _____

Parents signature _____

Date _____

Comment (optional)