Church Crookham Junior School

SCHOOL BEHAVIOUR POLICY

Name of School	Church Crookham Junior School
Date of Policy Issue/Review	2023

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Introduction	

Our school strives to create a positive, safe and caring environment where children have a strong sense of belonging. The five core values at our school of kindness, respect, imagining, resilience and reflection helps children to understand about themselves and others and promotes high standards of behaviour. "Achievement by All" lies at the heart of children doing well in all aspects of their learning and personal development.

We have a strong commitment to safeguarding children, young people and staff who work at our school. We are committed to having inclusive practice and ensure that reasonable adjustments for children with special educational needs are made. Our inclusive practice and, our duty to follow the Equality Act 2010, ensure that reasonable adjustments are made for those with protected characteristics. This policy, together with other safeguarding and welfare policies, ensure we are helping to keep children safe, have a strong sense of belonging and helping them to learn.

Our Behaviour Policy aims to support children's emotional and behavioural development through giving a clear structure of guidance and where necessary, sanctions. It includes our policy for anti-bullying. There is a graduated approach (described as 'tiered') to improving behaviour at our school, which includes:
- school and classroom wide systems that apply to children and adults
- specific interventions for identified groups
- an individualised approach for a small number of children

The approaches used at school ensure that children with special educational needs and disabilities (SEND) are not disadvantaged. We are committed to helping children improve their behaviour and we work with parents and carers to help achieve this. Children making progress in improving their behaviour happens over time and we work carefully to support individuals to make improvements to develop a lifelong ability to manage their behaviour.

At our school there is a supportive culture, where there's an emphasis on sharing responsibility and where importance is given to respecting the rights of everyone within the school's community. It is important that everyone in the school community recognises that bullying exists and, that we work together to tackle it by creating an environment where all children have a strong sense of belonging and therefore show kindness and respect towards each other.

We recognise that being emotionally well is just as important as being physically fit. In the same way as keeping fit physically can help to prevent illness, being emotionally resilient helps prevent emotional difficulties and so it can increase the capacity of a child to learn. This policy outlines some of the strategies we use that support this. It also defines bullying and gives a clear structure of guidance, support and where necessary sanctions. This policy applies to all staff, children, young people, parents/carers, governors and partner agencies working with our school.

Aims	

To encourage the collective responsibility of pupils, parents, staff and governors for the well-being of all pupils and the school.

To create a calm and stable environment in order that children are safe, secure, happy and have the maximum opportunity to learn and have a strong sense of belonging.

To foster caring attitudes towards everyone, where achievements at all levels are acknowledged and valued and a recognition when children do make progress with their behaviour

To ensure that clear expectations are understood and for children to understand that all actions have consequences.

To eliminate discrimination and promote equal opportunities, particularly when tackling prejudice-based bullying or discriminatory remarks.

To work towards the development of self-discipline.

Principles/Objectives	

The shared responsibilities of the children, staff and parents are:

To maintain whole-school responsibility for behaviour by creating an environment where all staff and pupils are enabled to give of their best within a supportive setting.

To promote children's recognition of shared responsibility of the cause and effect of their actions using school procedures.

To form good home/school relationships so that all children can see the key adults in their lives share a common aim.

To provide positive reinforcement of good behaviour.

To recognise that each is an individual and be aware of their needs.

Responsibilities	

Our School has 3 rules:
1. **Be kind**
2. **Be safe**
3. **Be respectful**

For the Pupils:

Pupils will be made aware of the following:

- The 3 rules and how they relate to high standards of behaviour expected of pupils, whether they are in class, moving around the corridors, at playtimes, on a school trip or walking to and from school or online (such as when gaming)

- How the rules link to our school values

- That they have a duty to follow the behaviour policy

- The support that is available to them to help them, if they have an unmet need and need additional support to help them make progress in improving their behaviour

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the expectations

- The impact of behaviours on others, such as through using reflection time

Pupils are supported to develop an understanding of our school values and behaviour policy.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

For the staff:

To use rewards, rules and sanctions clearly and consistently whilst maintaining high expectations of behaviour and by showing the children how to follow the 3 school rules.

To create a calm and safe environment for pupils.

To have high expectations of all pupils and a strong sense of championing pupils.

To raise children's self-esteem and develop their full potential.

To provide a challenging, interesting and relevant curriculum.

To create a safe and pleasant environment, physically and emotionally.

To deal effectively when talking to children, such as by avoiding shaming language and focussing on the behaviour of the child.

To offer a framework for social education, modelling appropriate behaviour in different situations.

To recognise that changes in behaviour may be an indicator that a pupil may be in need of help or protection.   (Where this misbehaviour is linked to them suffering, or being likely to suffer, significant harm we school staff will follow the School Child Protection Policy and Safeguarding Policy, such as making referrals to the Designated Safeguarding Leads and a referral to Social Care)

To collect and collate evidence as required about children's behaviour patterns in order to provide a firm basis for accurate assessment and support.

For the Parents and Carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Our Core Values	

Our core values of kindness, respect, imagining, resilience and reflection have clear explanations about how to demonstrate these values and they are used in all aspects of our practice to ensure that children learn well in all aspects.

## Kindness

When you show kindness you...
- pay other people attention
- are a good friend to everyone
- hear feelings or thoughts behind someone's words
- think about what you say before saying it aloud in person and when online
- recognise safe and unsafe behaviours and try hard to keep safe both in person and when online
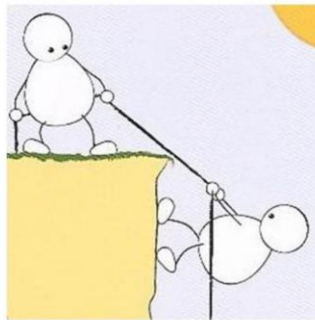
## Respect

When you show respect you...
- are aware of how you respond to other people
- manage your feelings when working with others
- use positive body language to show you are listening
- value other people's points of view and appreciate different cultures
- are able to work effectively as part of a pair or a team
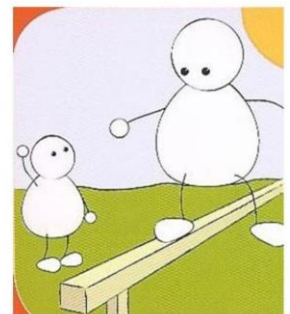
Imagining

When you imagine you...
- picture how things might look, sound, feel and be
- let your mind explore and play with possibilities and ideas
- build up stories around objects, facts, theories or other stimuli
- rehearse things in your mind before doing them for real
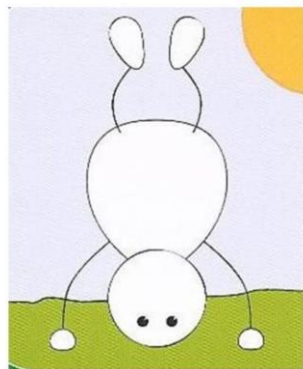
Resilience

When you show resilience you...
- are not put off by being stuck
- make mistakes and enjoy learning
- recognise feelings of frustration, confusion and have strategies to help move forward in learning
- recognise that learning can be a struggle
- keep on going despite difficulties and find ways to overcome them
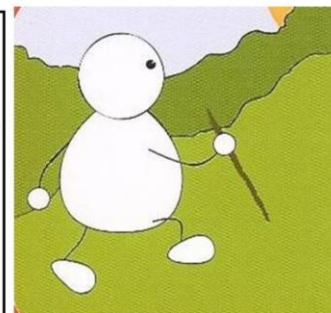
Reflection

When you reflect you…
• can talk about your learning and what you need to make progress
• like to get below the surface of things and come up with your own conclusions
• connect new ideas to your learning and how you think and feel
• know your strengths and weaknesses as a learner
• are interested in becoming a better learner
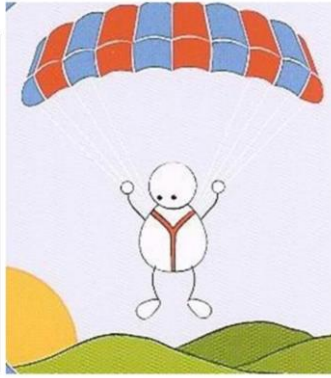
A Graduated Approach to Behaviour	

Our school policy allows for the complexity and variation of our pupil community and therefore a graduated approach has been adopted to support the inevitable range of behaviours and needs present at our school.

Tier One: School and Classroom-Wide Systems for all Children and Adults

Our School has 3 rules:
1. **Be kind**
2. **Be safe**
3. **Be respectful**

These are used in regular dialogues with children and helping children to understand the rules and how to be successful.

There are clear routines for children entering the classroom, starting lessons, finishing lessons and moving or leaving at the end of the day. These are reinforced with children and are recognised by staff who will recognise good behaviour and improvements in behaviour too.

We believe that the best results in terms of promoting good behaviour arise from staff praising, celebrating and rewarding children's successes and emphasising their potential rather than focusing on failure and shortcomings. Rewards can take such forms as:
• Non-verbal signals
• Verbal comments
• Positive comments written in books
• Sharing and celebrating efforts and achievements with the Headteacher and others
• Informing parents
• House points
• Certificates and stickers
• Extra responsibility.
• Whole class rewards (e.g. extra play time, additional ball day at playtime etc.) through a whole-class 'Golden Time' Chart
• Recognition in 'Golden Pupil' Assemblies

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Our school uses 'reflection time' for children to reflect upon incidents.

Behaviour at Play Time/Lunch Time

Where there are incidents of poor behaviour staff will talk to individuals to find out more about what has led to this misbehaviour and depending on the severity, either talk and remind the pupil about what to do and what support is available or a teacher or senior leader may support the pupil. This may include the pupil spending time reflecting on their behaviour and missing part, or all, of their lunchtime or break time and parent/carer being notified and asked to support with helping the pupil.

Other Strategies
It maybe appropriate for restorative practices and explicit teaching of the language of resolution to used in some circumstances.   This might include, for example, a member of staff discussing with pupils "How can we fix this friendship/situation?" and for there to be an honest and open discussion about what can be done. This is more powerful than simply asking children to apologise to each other.

In extreme cases, it maybe that a child may lose a privilege, such as a responsibility or opportunity to attend an extra-curricular event (such as a disco or representing the school at a football match). It may also be appropriate to ask a pupils to be involved in a school-based community service, such as tidying the book corner (or area, if, for example, the child has made this area untidy as a result of dysregulation and therefore misbehaving).

In some cases, other responses for unacceptable behaviour may include:
- referring the pupil to a more senior member of staff
- removal of the pupil from the classroom
- suspension for severe breach or breaches or the school behaviour policy (such as persistent disruptive behaviour or physical violence).
- permanent exclusion, in the most serious of circumstances (and only as a last resort)

The individual circumstances of the situation and pupil is considered and decisions are made on a case by case basis.

Mobile Phones and Tablets on School Site

Pupils do not need to have mobile phones, tablets or smart watches in school. However, there are some rare and exception cases where parents/carers may request that children have a mobile phone in school. These pupils must turn off their phone as they enter the school grounds, hand their phone into the school office and only turn on their phone as they leave the school grounds. If a pupil brings an electronic device into school it is their responsibility and school cannot be liable if lost, stolen or damaged.

There will be exceptions to this for medical reasons (e.g. where a pupil has a mobile phone linked to a diabetic monitoring system).

Tier Two: Specific Interventions for Identified Groups

These specific interventions are for groups of children who have issues that they may have in common, such as aspects of social and/or emotional needs or speech/language and communication difficulties. There is evidence which suggests contributary factors can lead to pupils experiencing behavioural difficulties. Interventions may include:

- Social skills groups
- Speech and language communication groups
- Lego therapy
- Forest Schools
- Nurture group
- Additional prompts such as targets, reward charts and personalised approaches to learning
- Additional sensory activities/resources
- Interventions in subject areas like English (as evidence suggests behavioural difficulties can impede progress in literacy skills and that literacy difficulties can lead to behavioural difficulties)
- Transition work (such as children moving to their Secondary School or moving into the next year group)
- SENCO involvement (for example to help with assisting for literacy, speech or communication difficulties and other needs that may be contributing to the difficulties that the child is experiencing) and help develop plans for pupils

It may be that support is also sought from the Hampshire Primary Behaviour Service, SENCO, school mental health lead or Educational Psychologist.

The support provided at this level follows the assess-plan-do-review approach outlined in the SEND Policy & Information Report.

Tier Three : Individualised Approach for a Small Number of Children

For the majority of our pupils, the strategies and approaches and practices that arise from Tiers 1 and 2 will ensure that all children are able to maintain good behaviour. However, there are some children who need a more careful planned approach that is specific for them. This more careful planned approach may well include:

- SENCO involvement (for example to help with assisting for literacy, speech or communication difficulties and other needs that may be contributing to the difficulties that the child is experiencing) and help develop plans for pupils
- Educational Psychologists (EPs) who may observe and discuss the needs of an individual with parent/carer and school staff to help plan further interventions

- Primary Behaviour Support working with the parent/carer and school to develop behaviour plans
- Behaviour Plans which may include details of what the 'Assault Cycle' looks like for an individual and what de-escalating strategies there are in place at each stage, as well as identifying any possible triggers.
- Individual risk assessments
- Targets and reward charts
- Sensory activities throughout the day
- Therapeutic approaches, such as music therapy, play therapy, art therapy
- Time with the Pets as Therapy dog
- ELSA support
- Family support from Children's Services, such as Early Help Hub

This carefully considered provision is planned and discussed with parent/carer of the child so that they are involved in this process.

As part of meeting our duties, as set out in the Equalities Action 2010 and meeting the needs of pupils with SEND (Children and Families Act 2014), the school will anticipate as far as possible, all likely triggers of misbehaviour and consider what reasonable adjustments should be made where sanctions are used.

Where a pupil is not managing their emotions well and consequently that staff should consider what this behaviour is communicating and why the behaviour of the pupil has changed.   The PACE Model is often used to support pupils at Tiers 2 and 3.

Using the PACE Model at CCJS for children at Tiers 2 and 3

PACE stands for playfulness, acceptance, curiosity and empathy. These principles help to promote an experience of safety with children.   Children need to feel that adults have connected with the emotional part of their brain before they can engage the thoughtful, articulate problem-solving areas.   In many cases using the PACE model is appropriate to help children transition from a state where they may be feeling anxious and upset to a calmer and happier state. Conveying meaning through the tone of voice and use of body language is important.

Playfulness – this is about giving the message that the relationship is strong even when things go wrong.   Playfulness reduces the shame a child might feel when something goes wrong; difficult messages or serious conversations can be easier to have if the tone is light.   It does not mean that adults do not take the emotions of the incident seriously. It's a helpful short reminder about behaviour.

<u>**An example of a playful response**</u>: "Gosh, I didn't know we had a small mouse eating holes in books" (when said to a child who is cross and poked a pencil through their work.

Acceptance – Accepting the child's feelings and emotions is important and does not mean accepting unwanted behaviour.

<u>**An example of an acceptance response**</u>: "I'm sorry you feel that you hate me, that must feel awful. I know that you must feel awful." (when a child says 'I hate you')

Curiosity – involves a quiet accepting tone and although being adult-led, avoids asking direct questions but speculates with the child what it may be thinking. Often children are not always in a position to know why they behaved in a certain way or maybe reluctant to tell adults why.

An example of a curiosity response: "I'm wondering if you felt cross because you wanted to use the colouring pencils and you realised it was break time."

Empathy – This is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a good sense of compassion and helps a child feel understood. When a child experiences distress, it is a way of helping the child to explain that the adult will not abandon them when they need the adult the most.

An example of an Empathetic response: "That must be really hard for you if you are feeling cross all the time. I feel sad that you are finding hard not to be cross" (when a child says they are feeling cross all the time). It maybe appropriate to return then to the curiosity stage such as "I am wondering if…. "

The PACE model helps underpin characteristics of a relationship that raises a child's sense of safety and security and provides a good platform for rephrasing behaviours and challenges over time.

Reasonable Force
'Reasonable force' covers a broad range of actions, used by most teachers, which involves a degree of physical contact with a pupil.

Force is considered reasonable when:

-it is in proportion to the consequences it's intended to prevent

-the level and duration are the minimum necessary to achieve the desired result

Force is usually used to either **control** or **restrain** pupils.

Using force to control pupils includes:

-passive physical contact, such as standing between pupils or blocking a pupil's path

-active physical contact, such as leading a pupil on a guided walk out of a room. This type of reasonable force is a **physical intervention**.

-active **physical restraint** is typically used in more extreme circumstances and may involve holding a pupil back physically.

All members of school staff have the legal power to use reasonable force and is appropriate in the following circumstances, to prevent a pupil from:

- causing severe disruption to others (such as by physically turning over furniture)
- hurting themselves or others
- demonstrating unsafe behaviours
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible

- be used in a way that maintains the safety and dignity of all concerned

- **never** be used as a form of punishment

- be recorded (using the Hampshire 'Physical Restraint' form) and parents informed of any incidents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

During the use of reasonable force, staff are required to use a calming and explanatory tone to help the child. This may include short phrases like "we are keeping you safe, when you are calm and not pushing against staff we can let you go". At all times it is important the child is treated with dignity and respect.

At our school many of our staff hold Team Teach Level One qualification which covers strategies for de-escalation and strategies for when physical intervention is required. In most cases, where staff have used physical intervention at least one person involved holds this qualification. It is good practice that an 'observer' is present to watch what has happened to help with supporting staff and the pupil.

It is good practice for all staff involved in using reasonable force to be offered a chance to debrief, particularly after using reasonable force.

Physical Intervention is used in line with the document 'Use of Reasonable Force in Schools' DFE 2013 and school would use any future document, should this be updated.

Records of staff using reasonable force are recorded and these are categorised as 'physical intervention' or 'physical restraint'. All incidents are recorded and these are monitored to review patterns, trends and any additional support which is needed to avoid using reasonable force.

Confiscation and Searches

Prohibited items in school include:

- Knives or weapons (weapons are defined as: a thing designed or used for inflicting bodily harm or physical damage.)

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Matches and lighters

- Pornographic images – this may include a device with saved images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items found in a pupil's possession, as a result of a search will be confiscated.   Any other item that is harmful or detrimental to the school discipline will be confiscated and may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a Pupil

In the majority of cases the only searching of a pupil will be of a pupils' possessions.

Possessions means any items that the pupil has or appears to have control of, including a pupil's tray, their locker and their bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see above).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (see above), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The members of staff involved in the search should also be offered a debrief with a Senior Member of staff.

In the extremely unlikely event that it is required that an individual pupil needs to be searched, this should only be carried out by a member of the Senior Leadership Team who is the same sex as the pupil, with another member of staff present to act as a witness for a search. Should there not be a member of the Senior Leadership Team available, who is of the same sex, then another member of staff who is a different sex to the pupil can undertake this with another member of staff acting as witness. Personal searches should only be made if staff members carrying this out reasonably believes that there is a risk and serious harm caused if the pupil is not searched as a matter of urgency. There is no place for any strip searches of pupils (removing more than the outer layer of clothing) and strip searches can only be carried out by the police.

Promoting Positive Behaviour	

The Personal, Social and Health Education programme gives opportunities for pupils to develop their interpersonal skills and a sense of responsibility. We include opportunities for 'Circle Time' which gives pupils opportunities to discuss problems which may arise within their lives.

Bullying is taken very seriously and the ways children can deal with bullying are dealt with through the regular PSHE lessons, assemblies and through other events like workshops.

Citizenship is an important part of our curriculum where there are opportunities for pupils to exercise responsibility. Events of local, national or international importance, which have touched the school community, are responded to through the spiritual, moral, social and cultural curriculum. Discussing specific issues, including behavioural ones, which are raised in the democratically elected School Council, help all pupils to be involved in the wider ethos of the school including the development of a positive behaviour policy.

We also continue to develop a strong sense of community through having a House System at school so all children are part of a house, having a number of roles in school for pupils (such as House Captains, Sports Leaders, etc.) organising competitions, activities like Harvest Breakfast, charity events, such as children organising charity sales.

Special Educational Needs and Disabilities or Health Issues	

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. As additional barriers can exist, staff having training to get to know pupils and being aware of signs such as changes in behaviour, mood etc. should be explored and, not just assumed that poor behaviour is related to child having special educational needs. Some of the reasons why these pupils could be seen to be particularly vulnerable include:
- these children could be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Reports of behavioural or bullying incidents are monitored by the DSLs and there is close liaison with the teacher and staff supporting these children and the SENCO.

Mental Health and Wellbeing	

At our school, we know that everyone experiences life challenges that can make us vulnerable and at times anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community," (World Health Organization, 2014).

Two key elements to support good mental health are:

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. Including feelings like curiosity, engagement and safety.
- Functioning Well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

There is a strong link between mental health and changes in behaviour, which may include developing bullying behaviours.   It is normal for children to feel worried or stressed sometimes. However, if children are struggling to cope with those feelings, they might need support. Signs for children who may experience a mental need include:
- sudden changes in behaviour (including negative behaviour and bullying)
- negative thoughts and low self-esteem
- arguing and fighting
- sleep problems
- avoiding school or staying with you all the time
- aches and pains

Not all of these signs mean that a child has a mental health problem. However, children who have experienced bullying may also experience some mental health issues and those who have mental health issues are more likely to be bullied.

The Graduated Approach includes some examples of specific interventions for pupils identified as Tier 2 or Tier 3 and these are also used to support pupils to improve their mental health.

Definition of Bullying	

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying behaviours can be face-to-face or online. Bullying behaviours can take many forms (for instance, online bullying via text messages, social media or gaming, which can include the use of images and video). This can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Online bullying is a serious issue and school will respond to reports of online bullying by investigating and following up actions with children and their parents.   Where a child may have a Social Worker, they will also be contacted.

In order to avoid labelling pupils the terms 'victim/target' and 'bully/perpetrator' are avoided - instead the terms "person who is being bullied/targeted" or "person who is doing the bullying". This promotes the message that the person has a problem rather than the person is the problem. This reinforces that something can be done about the problem and the person is not labelled forever as "victim" or "bully".

Types and forms of bullying

Bullying behaviour which conforms to the above definitions can take many forms and can happen through online and offline behaviours. They include, but are not limited to:
 Emotional – such as being unfriendly, excluding or tormenting
 Physical – hitting, kicking, pushing, taking another person's belongings
 Prejudice-based and discriminatory (racist, faith-based, gender, homophobic, disability-based) – such as taunts, gestures, graffiti, physical abuse on a particular characteristic (e.g. gender, race, sexuality)
 Child-on-child sexual abuse– such as explicit sexual remarks, display of sexual material (such as on electronic devices), sexual gestures, unwanted physical attention, sexualised comments or inappropriate touching.
 Direct or indirect verbal – name-calling, sarcasm, spreading rumours, teasing
 Online-bullying – bullying that may take place on line through messaging apps, gaming sites or social networking sites.

Details of these types and forms of bullying behaviours are explained in more detail below.

Bullying can happen to all children, young people and adults and it can affect their social, mental and emotional health.   Evidence suggests that pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different to themselves. For example, those with special educational needs or disabilities, those who are adopted or those who have a health problem or, those with caring responsibilities. These young people may need a greater level of support to deal with the impact of bullying.

Racial and Religious Bullying (a type of Prejudicial-Based Bullying) is when someone is targeted for representing a group or religious belief. Incidents of racist bullying can include:

- verbal abuse by name calling, racist/religious jokes and offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing into school racist leaflets, comics, magazines or wearing clothes with logos related to racism
- inciting others to behave in a racist way
- racist graffiti or other written insults – even against food, music, dress or customs
- refusing to co-operate in work or in play

Homophobic and Transgender Bullying (a type of Prejudicial-Based Bullying) impacts on both genders and can also be related to sexual orientation. In general, homophobic and transgender bullying can be characterised by:
- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching (child-on-child sexual abuse)
- sexual innuendoes and propositions (child-on-child sexual abuse)

Prejudiced based Bullying related to Disabilities can be related to perceived or actual disabilities or special educational needs.   Examples can include:
- abusive name calling (such as 'idiot'
- derogatory comments about a disability
- Specific bullying behaviours towards someone with a disability or having a special educational need

Online bullying (formerly known as cyberbullying) is the use of technology particularly mobile phones and the internet to threaten, harass, humiliate, defame or impersonate. Online bullying may involve text messaging, email, virtual learning environments, social networking sites, images (e.g. digital camera images) and gaming sites. Some features of online bullying are different from other forms of bullying. They include:
- 24/7 and the invasion of home/personal space. Online bullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
- The audience can be very large and reached rapidly.
- People who cyberbully may attempt to remain anonymous.
- The profile of the bully and target. Online bullying can take place both between peers and across generations; teachers and other adults may also be targets. Age or size are not important. Bystanders can also become accessories to the bullying, for example, by passing on a humiliating image.
- Some instances of online bullying are known to be unintentional. It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about other pupils, or friends that they don't expect to be forwarded or viewed outside their immediate group.

Incidents of behaviour are recorded in CPOMs – our school electronic system for recording incidents.   A summary of incidents (recorded as numbers) are presented to the Curriculum Committee for governors monitoring.

Interviewing parents, teachers, staff and pupils will take place to help inform current issues and areas for development and progress made.

Anti-Bullying Procedures	

There are two areas of anti-bullying we consider at our school:
1. Preventing bullying
2. Managing bullying incidents

1. Preventing Bullying

We believe that clear strategies are essential if problems of bullying are to be dealt with in a consistent, prompt and fair manner. We aim to reduce the incidences of bullying through some of these strategies:

- Our PSHE work provides specific opportunities for understanding and discussing issues surrounding bullying. This includes curriculum work, such as discussing why people bully each other; what are the effects of bullying (including the role of the bystander) and; what can be done to stop bullying behaviours. Teachers may also organise additional PSHE/Circle Time work should the need arise. Implementation of this across the whole school develops social and emotional skills in children which creates a social climate that doesn't tolerate bullying behaviour.
- Raising awareness of bullying behaviours, for example through assemblies and taking part in AntiBullying Weeks.
- Providing additional opportunities for pupils, who are more vulnerable, to take part in additional group work [such as Emotional Literacy Support (ELSA), or have additional peer support (such as a 'Circle of Friends')
- Rewarding non-aggressive behaviour
- Monitoring of school buildings and grounds to ensure a safe and secure environment is maintained. Discussions from our Playground Pals (Peer Mediators) who discuss concerns with the Liaison Teacher.

We encourage children to actively 'speak out' about bullying by:
- telling a teacher or other member of staff
- telling a parent/carer, who is encouraged to contact the School (by emailing or in person contacting the child's class teacher). At school we operate an 'open door' policy so that parents/carers are encouraged to discuss any concerns.
- telling a friend who will tell an adult
- recording concerns in writing or drawing (such as through a worry book) where appropriate

2. Managing bullying incidents If bullying occurs staff will:

- listen carefully to all accounts and investigate each incident (several pupils saying the same thing does not necessarily mean they are telling the truth)
- offer the person who is being bullied immediate support (which may include some assertiveness training)
- remind pupils that bullying is unacceptable and how important it is that pupils do speak out
- adopting a problem-solving approach which move pupils on from justifying themselves

- make the unacceptable nature of the behaviour and the consequences to any repetition clear to the person who is doing the bullying (as well as to other pupils present during an incident of bullying who maybe bystanders)
- support the person who is doing the bullying
- inform parents of the person being bullied and the person who is doing the bullying where incidents which are a repetition, or of a more serious nature (for example, damage, injury or theft)
- follow up to check that the bullying has not started again (usually within about two weeks after an incident) and again half-termly, as appropriate.
- record serious incidents (including details of the school's response)
- report any serious incidents to Senior Staff or Headteacher
- report any incidents of racial harassment to the Headteacher

It is recognised that some claims of bullying may turn out to be false or exaggerated. However, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

Staff are advised to look for signs of bullying (see below) and never ignore suspected bullying.

More Serious Cases of Bullying
If someone is being bullied they may show signs of this, such as:
- having fewer friends and often feeling unhappy and lonely
- having a change in their behaviour (at school and/or at home)
- have low self-esteem and self-image (looking upon themselves as failures)
- presenting various symptoms including vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bedwetting, sleeping difficulties and sadness
- being reluctant to attend school
- being depressed, feeling lonely and anxious

If children are bullied they are encouraged to:
- try and stay calm and look as confident as they can
- be firm and clear - look the person who has bullied them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away (If they are scared to tell an adult on their own, then they are encouraged to ask a friend to go with them or talk to a friend who can inform an adult)
- understand that they are not to blame for what has happened

Ways to identify and help children at risk on the playground
Sometimes apparent fighting or bullying can simply be 'rough-and-tumble play' Signs to look for children who are being physically bullied often:
- Frown or look unhappy or angry
- Try to move away from the other child
- Do not take turns, the other child remaining dominant throughout
By speaking to the children and asking them what they playing, if they are alright and monitoring them.

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely, such as:
- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having special educational needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'
- possessing expensive accessories such as mobile phones or online gaming

Parents and Carers

Our Home-School Partnership emphasises good communication between parents/carers and school, and Parental Support is encouraged. Parents/carers are invited to become involved at an early stage, rather than only as a last resort. We avoid using parents/carers (or the threat of them) as a form of punishment for bullying behaviours but do explain how we want parents/carers to be involved to help support their pupil.

During a meeting with a parent/carer and school it is important that school staff:
- recognise that the parents may be angry and upset
- keep an open-mind – bullying behaviours can be difficult to detect, so a lack of staff awareness does not mean bullying behaviours didn't occur (for example, a child being left out by their peers can be classed as bullying behaviour but often not easily spotted).
- remains calm and understanding
- makes clear that the school does care and that something will be done. Explains the school policy, making sure procedures are followed:
  - Uses a problem-solving approach in the first instance: "It seems your son/daughter and (other child) have not been getting on very well lately" (rather than 'Your son/daughter has been bullying (other child)". Blame is much more likely to make the parent react defensively and make it much harder to reach a resolution.
  - Asks for details (and check information on our school system [CPOMS])
  - Contact the parents again to explain actions and find out if bullying behaviour/s has/have stopped
  - Follows up with appropriate staff to ensure that action has been taken and that the school policy has been implemented
  - Informs Senior Staff or Headteacher, as appropriate

Additional information on how parents can find out more about bullying and gather information from other organisations is made available through an information leaflet and information on the school website.

Bullying Outside the School's Premises

Where a pupil tells of bullying off the school premises, a range of steps are taken which may include:
- Talking to pupils involved
- Involving parents/carers
- Talking to local police about problems on local streets

Review	

The policy is reviewed annually and updated as necessary.

Appendices	

Example of Reflection Time Prompts to be used with Tier 1 and some Tier 2 Pupils:

Reflection Time self-reflection

Name: _____ Class _____ Date _____

What happened? **What is the reason why you are having reflection time?**	_____ _____ _____ _____ _____ _____ _____
How were you feeing?	_____ _____ _____ _____ _____ _____ _____ _____
How can we make it right?	_____ _____ _____ _____ _____ _____ _____
What can we do next time?	_____ _____ _____ _____ _____ _____

Example of Reflection Time Prompts to be used with some Tier 2 and Tier 3 Pupils:

Framework to discuss each stage:

Prompt cards

Church Crookham Junior School

CCJS Physical Intervention Record Form

School Church Crookham Junior School DFE no: 2229   Year Group……………………

Name of child/ ……………………………………………………………………….

Is this young person a looked after child/SEN/vulnerability? ……………………………………………………

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:
1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc. ………………………………………

How long was the child/young person held? ………………………………………………………………………

If the child/young person was held on the ground: Did they go to ground independently?*   ☐

(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?*   ☐

tick as appropriate

Church Crookham Junior School

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before?   Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident?   Yes/No

Does the risk assessment need to be reviewed as a result of this incident?   Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when? ………………………………………………………

………………………………………………………………………………………………………

Was there any medical intervention needed?   Yes/No

Include names of any injured person and brief details of injuries …………………………………….

………………………………………………………………………………………………
……………………………………………………………………………………………….

Were staff offered a debrief?   Yes/No

Was it taken up?   Yes/No

When was the child debriefed?   Date and Time:_____

What were the main points discussed in the debrief with the child?

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time