

St Mary's C.E. (VA) Primary School



Behaviour Management Guidance

(Including Anti-Bullying Statement)

2022/23

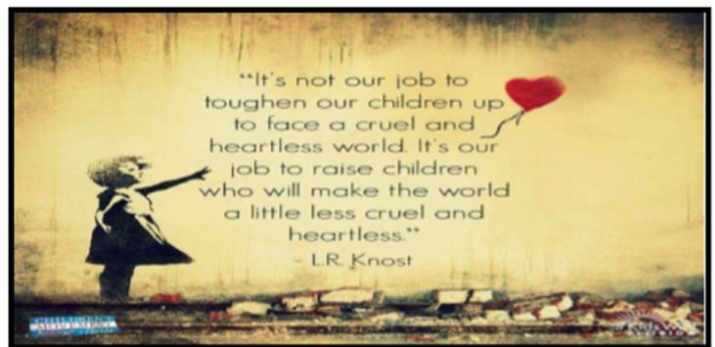
Behaviour Management Statement

As all of us are made in God's image (Genesis 1:27) and are, therefore, of infinite worth. Because of this it is imperative that every member of the school community feels valued and respected, and that each person is treated fairly and with dignity. Behaviour Management at St. Mary's seeks to support our community to grow in our understanding of each other, valuing our self and others and grow in dignity. The school's behaviour management policy therefore guides staff to teach self-discipline not blind compliance so that all members of the school can live and work together in a supportive way.



Behaviour Management Aims

- To create a culture of exceptionally good behaviour so we can grow in wisdom and live well in community
- To ensure that all learners are treated fairly, shown respect, promoting strong relationships and fostering dignity to all
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To ensure that excellent behaviour is a minimum expectation for all
- To refuse to give learners attention and importance for poor conduct



St. Mary's Behaviour Management is based upon three positive rules for all our community:

- be safe
- be respectful
- be ready

These three rules are our starting points for the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn, grow and flourish. This policy is primarily designed to promote good behaviour, rather than deter anti-social behaviour. We expect the whole school community to behave appropriately.

"Why attempt to crush behaviours with punishment when you can grow better ones with love? Visible consistency with visible kindness allows exceptional behaviour to flourish. "
(Paul Dix When the Adult Changes everything Changes)

We as a school always look for the positive, however, there are occasions where we must employ strategies to promote and model good behaviour to ensure a safe and positive learning environment.

The role of the adults in school

As we know there is no magic behaviour solution, excellent behavior at St. Mary's is achieved by the ability of all adults to deliver behaviour management effectively and utterly consistently. As all adults have high expectations of behaviour and conduct a clear message is given of; "This is how we do it here."

"I have come to a frightening conclusion. I am the decisive element in the classroom."

(H.G. Ginott 1972 on the conduct of the individual adult/teacher)

All Adults agree and model the following agreed visible consistencies:

- Meet and greet all children with a smile at the door at the start of the day
- Establish and maintain "Agreed Key Stone Routines"
- Use a visible recognition board to celebrate expectations.
- Catch children when they are behaving over and above and mark it with positive recognition
- Refer to 'Ready, Respectful, Safe' when talking about or reflecting on behaviour
- Model positive behaviours and build relationships
- Respond to poor behaviour with deliberate calm. Correcting all poor behaviour in private, where possible
- Plan lessons that engage, challenge and meet the needs of all learners
- Never ignore or walk past learners who are behaving badly
- Be bothered

In addition, leaders agree to:

- Be a visible presence around the site and especially at the start and end of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Challenge those who step from agreed visible consistencies immediately
- Remind and refresh all adults on the agreement on visible consistencies regularly at staff briefings.
- 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.

Role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school Behaviour Policy as part of parent information events, and we expect parents and carers to attend and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the

school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

- If the school must use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns 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.

Role of governors

- The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

Day to Day Behaviour Management Strategies

A Trauma-Informed Approach

St. Mary's is committed to ensuring that all develop a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike.

There is a strong body of research on the impact of Adverse Childhood Experiences (ACEs) have on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

St. Mary's has embraced a wide definition Adverse Childhood Experiences (ACEs) encompass *any* event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam or moving to a new house can be experienced as traumatic.

Agreed Key Stone Routines

By achieving visible consistency across school an environment is created where children are clear about expectations and feel safe. The following keystone routines have been agreed;

In the Classroom:

- Meet and greet all children with a smile at the door at the start of each day.
- Getting the class silent and ready for instruction – Embellished countdowns work well. The embellishment is positive encouragement. As you count down from five, immediately identify the students who are getting ready to listen.
- Within Early Years, to get the class ready for the next instruction, the bell is rung and children are expected to wiggle their hands in the air, while looking at the teacher.
- Use of a visual timetable – Common structure to be adopted and used across school. The timetable is built into the morning routine and the day is explained to the children. When

each lesson is taught, the image representing that lesson is removed.

- As part of the morning routine, classes will have a 'recognition of feelings' display in their classroom which allows staff to intervene where needed before the school day begins.
- Use "Three Before Me" to promote independence. It pushes the responsibility of locating answers to commonly asked questions to the children – Ask a friend – Look back in your book – Check the environment
- Setting the class to work (TROGS) – What you say as you set the children to work and the order you say it in is critical.
 - Time and Task – give the time / deadline before the task so the children can listen to the task and begin time planning as they do so.
 - Resources – What will the individuals or groups need for this task and where they can find them.
 - Outcomes – What do you want to see at the end of the allocated time, or what is the success criteria that you have structured or, better, agreed with the class.
 - Groupings – e.g. individual focused work, paired work, groups, seating arrangements, etc.
 - Stop signal – A reminder that you will use the countdown when you want to speak to them as a class.
- Within EY, learning is scaffolded by the teacher and children are encouraged to problem solve for themselves or work collaboratively to promote independence.

If you set weak parameters at the outset of a task then you will get poor outcomes. The same structure for initiating tasks should be repeated every time. It won't take long before it becomes natural and you don't need to think about it. The children will expect it and want to clarify if you occasionally miss out some information.

Around School:

- Moving Round School using 'Fantastic Walking' – Keep to the left on paths and corridors.
- Lining Up on the playground after social time – Whistle to be blown once to stop the children followed by a clear instruction to walk to their lines. Line up in register order (2 lines if required).
- Leaving the class (Ending and Sending) – Classes to follow the 1,2,3 rule- 1: tidy up your resources and make sure tables are tidy. 2: stand up quietly behind your chairs. 3: line up quietly at the correct door.
- All staff to ensure the children's uniform is neat when entering and leaving the classroom.

(Caution – When behaviour management is reduced to using routines purely as a control mechanism, then routines cross the line between teaching boundaries and teaching difference. Be careful of introducing too many new or revised routines at once. Routine overload just means that you get many routines performed badly rather than a few performed brilliantly. It may also help about using too many words. Be creative by using icons or photographs of the children engaged in each part of a routine.)

Botheredness

Children don't want dramatic displays of affection or one-off events designed to "Build relationships." It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in their lives that matters most- Botheredness.

Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is

relationship building done properly, in slow motion. Gentle, kind and caring. Building positive relationships with children is through thoughtful remarks at the door of the classroom, the additional complement on a piece of work or the simple act of remembering: “How was the visit to your cousin’s house this weekend?” The effort is miniscule, but the impact is huge. Being relentlessly bothered is the key to sustaining and maintaining positive rapport with the children.

Recognising expected behaviour

Recognition Board

A recognition board is the simplest way to shift the culture in your classroom. It doesn’t prevent you from dealing robustly with poor behaviour; it just means that you will be dealing with less of it. The behaviour of one child is not everyone else’s business. It is between you and the individual. The advertising of poor behaviour doesn’t help, but routinely advertising the behaviour that you do want does.

Simply write at the top of the board the behaviour on which you want to focus. Try “One Voice” for classes who constantly talk over each other, “Speak politely” to emphasise manners or “Hands and feet to yourself” for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about behaviour for learning, for example: “working collaboratively with a partner with the equipment”. Each class will display a ‘recognition board’ and each child will have their name or their picture underneath/side of the daily target. When they have been recognised for achieving the target or demonstrating the behaviour well, their name/ picture will be moved upwards to demonstrate achieving the target. Throughout the EY unit, all staff give instant praise for good behaviour or doing what is asked of them, this can be verbally or done through giving out a sticker. Within Upper Foundation, after each session, there is Recognition Time, children who have completed the task, showed independence, demonstrated good behaviour etc. are given a sticker in front of the class.

The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn’t cancel out the other. It is perfectly natural to behave badly and to have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and point on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop and let a group of children and their teacher across the road. The teacher smiles at me and I smile too. I have behaved well and received the positive consequences. Does the policeman run down the road after me,



having seen my good behaviour, offering to tear up the ticket? No, of course not. We live with the fact that they are two separate incidents that have distinct outcomes. Yet in many classrooms (and in many homes) the wires have become crossed and behaviours become too complicated to manage well. Behaviour ends up being a game and not a responsibility. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

Over and Above and Celebration Certificates

If you constantly reward minimum standards, then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour. In your classroom the over and above mantra should be repeated often. Mark it with the children: "What Holly just did by collecting in all of the brushes by herself has saved me a lot of time and effort. That is over and above, Holly. Thank you, that is fantastic." When children have achieved 'Over and above' their name/ picture will be added to this section of the display where it will remain until the end of the week. Following this, the child will receive a sticker and the child will receive instant praise and recognition for going 'over and above'. Staff around school can then have conversations with the children about their 'over and above' sticker and what they have done to achieve this. The same conversations can also be had at home. This triangulation of praise will accelerate recognition. Focusing on behaviour that is over and above creates an immediate shift in expectations. It gives the children something more than bare minimum to achieve it. It gives them something to reach for. How you recognise those students who go over and above should lie at the heart of your behaviour practice.

In addition, at St Mary's, each class awards 1 child a celebration certificate each Friday in Celebration worship. These certificates are awarded in conjunction with our schools' vision to 'Find our voice, grow in wisdom and live in community and service'. Parents are made aware of their child's success in advance so they are able to join in the celebration assembly to share the positivity with school. This communication is another method of sharing positive messages and high-level recognition between school and the child's home.

Additional positive behaviour strategies- In addition to the behaviour approach embedded at St Mary's, some classes may demonstrate additional strategies to promote positive behaviour in classes such as raffle tickets or Class Dojo. These are class dependent and are designed to build positivity, co-operation and to continue to demonstrate the high standards of behaviour.

Golden Time- Classes collectively create a method to earn golden time. The class will choose their reward and agree it together. Classes will know the reward they are aiming to get as well as knowing the target needed to achieve it. As a class decision, they will know what behaviours and actions are needed and how long they have to meet the target.

Wellbeing Check-in / Zones of Regulation

Self-regulation is something everyone at St Mary's continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

At St. Mary's, we have implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Teachers and children alike, adopt the principles of Zones on a daily basis and we incorporate these into lessons and daily life. Zones forms part of the culture of our school and the Zones of Regulation

support our behaviour policy.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

How are you feeling...

			
			
Sad Tired Poorly Fed-up Bored	Happy Calm Ready to Learn Focused	Frustrated Silly / wiggly Unfocused Excited	Mad Angry Aggressive Just want to yell

Within class, the zones are visually represented and regularly referred to. The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”.

A yellow sign means be aware or take caution, which applies to the Yellow Zone. A stop sign means stop, and when one is in the Red Zone, this often is the case.

The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching pupils how to manage their Zone based on the environment and people around them.

It is ok to have red zone feelings, but the correct ‘expected’ strategies need to be: help, take a breath, time out, not the red unexpected behaviours (eg hitting, screaming, swearing)

What could Help	What could Help	What could Help	What could Help
<ul style="list-style-type: none"> • Talk to someone • Stretch • Take a break • Stand • Take a walk • Cross my legs 	<ul style="list-style-type: none"> • This is the goal • What can you do to stay in your green zone? 	<ul style="list-style-type: none"> • Talk to someone • Count to 20 • Take deep breaths • Squeeze something • Draw a picture • Take a break 	<ul style="list-style-type: none"> • Stop what I am doing • Take deep breaths • Ask for a break • Find a safe space • Ask for help

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples pupils should be able to select strategies from their toolbox to regulate their emotions:

- Wellbeing Checking In /coloured zones
- Breathing strategies
- Chill out area in the classroom
- Have a break
- Jump, bounce
- Take a walk
- Squeeze object
- Count to 5 or 10
- Social stories
- Listen to music

Responding to instance of less than expected behaviour

St. Marys has adopted a stepped approach focused on small but certain consequences and a restorative ending. In each stepped approach, different behaviours will require different consequences but at every stage, children have opportunities to improve their behaviour through discussions and offering appropriate behaviour choices.

<u>Level 1 Behaviour Examples:</u>	<u>Action/Response/Consequence: Class Teacher</u>
Talking over teacher or other pupils	Remind pupil of the expectations using verbal or non-verbal cues delivered privately where possible. Repeat reminder if reasonable and take the initiative to keep things at this stage.
Shouting out	
Not following a clear instruction	
Distracting other pupils	
Interfering with property that isn't yours	
<u>Level 2 Behaviour Examples:</u>	<u>Action/Response/Consequence: Class Teacher</u>
Repeated Level 1 behaviours (continued)	A clear verbal caution delivered privately, where possible making the child/ren aware of their behaviour, give them the opportunity to engage. Offer apposite choice to improve and refer to previous examples of good behaviour. If no improvements seen, child stand in the doorway facing the class or at a time-out table to reflect upon their behaviours. Restorative conversation to be had privately. If improvements are still not seen or remorse not shown- 5 minutes of social time missed. Parents to be informed informally via text.
Defiant, refusing to follow instructions	
Using inappropriate language/behaviours	
Low level physical or verbal incident towards peers	

<u>Level 3 Behaviour Examples:</u>	<u>Action/Response/Consequence: Class Teacher and SLT (AHT)</u>
Repeated Level 2 behaviours	<p>10 minutes of social time missed.</p> <p>Restorative conversation to be completed with class teacher and Assistant Headteacher.</p> <p>Where appropriate the child is educated in an alternative classroom.</p> <p>Parents to be informed as a face to face conversation.</p> <p>Behaviour logged on CPOMS under 'niggle- behaviour & attitude'.</p> <p>Following a pattern of negative behaviours, a meeting to be held with Headteacher and an individual behaviour plan to be discussed.</p>
<u>Level 4 Behaviour Examples:</u>	<u>Action/Response/Consequence- Class Teacher and SLT (HT)</u>
Making racist, homophobic or other discriminatory comments	All social time missed.
Stealing	Restorative conversation to be completed with class teacher and Headteacher.
Placing themselves or others at risk of harm	Where appropriate the child completes work supervised by Headteacher.
Damaging property with intent	
Verbal aggression against staff	Parents informed and invited for a meeting with class teacher and Headteacher.

Physical aggression against staff	Behaviour logged on CPOMS as 'Behaviour related log' category.
Verbal or physical aggression towards peers	
Swearing (indirect)	
Absconding	
Extreme continuous disruption	
Harassment/ Sexual Misconduct	

Microscripts / 30 Second Intervention

It is important to manage poor behaviour in a controlled, planned and calm manner. However, we all too often embark on a conversation about behaviour without the opportunity for thinking time of preparing what to say. This often results in a prolonged one-sided conversation. The longer each negotiation around behaviour takes for the few, the less time you can give to the many.

The 30 second intervention demands careful and often scripted language. It is a carefully planned, utterly predictable and safe way to send a clear message to the child: "You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!)."

There is no one "correct" script, but this is an example that can be adapted.

- I noticed you are... (having trouble getting started / struggling to get going / wondering around the classroom)
- It is the rule about... (lining up / staying on task) that you broke.
- You have chosen to... (move to the back / catch up with your work at lunchtime)
- Do you remember last week when you... (arrived on time every day / got that positive note)?
- That is who I need to see today...
- Thank you for listening. (Then give the child some "take up" time)

Restorative Practice

Restorative thinking is a significant shift from punishment-orientated thinking.

As a restorative school we take a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

It can also alleviate problems such as bullying, classroom disruption, poor attendance and disputes between pupils, their families, and members of staff.

Those who are invited into restorative meetings are encouraged to focus on the concept of "making things right."

Restorative Meeting - When a conversation about behaviour is required a restorative approach is to be adopted. For any conversation five questions are usually enough. You can choose your restorative five from the following suggestions:

- 1) What happened?
- 2) What were you thinking of at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected?
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

Anti-Bullying Statement

We believe that St. Mary's School provides a secure environment in which a child can flourish as a learner, grow in self-confidence and learn tolerance and mutual respect. Through this, children will learn to take responsibility for themselves and others. We aim to ensure that all children feel safe from bullying and are confident to seek support from adults should they feel unsafe. 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* who knows that bullying is happening is expected to tell the staff.

What is Bullying?

We can define this as...



We aim to:

- To raise awareness among children, parents/carers and whole school staff about bullying behaviour.
- To implement appropriate strategies for preventing and dealing with bullying promptly and consistently.
- To ensure children have knowledge of and access to, a support structure for both victims and those who are perpetrators of bullying to share worries and seek help.
- To support a school culture where differences and diversity are accepted and celebrated.
- To ensure pupil's behaviour towards children and adults is respectful and free from any bullying and harassment.

What is Bullying?

- Bullying is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It does not just happen once; it goes on over time and happens again and again – it is repeated. Key words – every day, again and again, all the time, etc
- It is deliberate – hurting someone on purpose – it is not accidentally hurting someone. Bullying is the use of aggression with the intention of hurting another person resulting in pain and distress to the victim.
- It is unfair – the person doing the bullying is stronger or more powerful (or there are more of them) and, even if they are enjoying it, the person they are bullying is not. It involves dominance or exclusion of one child by another, or group of others.

Bullying may include:

- Physical (pushing, hitting, kicking, pinching, any form of violence, threats)
- Verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, threatening, ridicule, humiliation, exclusion from groups or activities)
- Cyber (via internet chat sites or mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, abusive comments which may have homophobic/sexist messages)
- Unkindness verbal/physical/emotional/cyber due to disability differences or other physical attributes.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. 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 Statement

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- 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.
- Comes home starving (money/lunch has been stolen)
- 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, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff.
2. In cases of bullying, the incidents will be reported by staff to the headteacher.
3. In cases of bullying, 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. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases exclusion will be considered.
3. If 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.

Prevention.

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

- Writing a set of school rules
- 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.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

KIDSCAPE website www.kidscape.org.uk

Parentline Plus 0808 800 2222