



PROMOTING POSITIVE BEHAVIOUR AT CASTLEDON SCHOOL AND COLLEGE

This policy is used in conjunction with:

- Safeguarding Policy
- Anti-Bullying Policy

At Castledon Academy, we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment, we seek to promote the principle that the School and College is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may have trouble with personal behaviours, relationships and attitudes. We are committed to developing skills within Castledon that enable all pupils to be independent, have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable. Pupils are encouraged to be independent, develop self-control and show respect for others.

We believe that good behaviour promotes effective learning. It is essential that staff, parents & pupils ensure that this is understood and maintained.

Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst taking into account the needs of individuals recognised by the Academy. The system is there to support the whole Academy community and ensure clear boundaries are established that benefit everyone.

Code of Conduct

The Code of Conduct for Castledon is promoted and helps to contribute to the positive ethos throughout the Academy. The code sets out expectations as follows:

- Show respect
- Be kind & friendly
- Listen well
- Work hard

- Tell the truth
- Take care of property and our environment

Support Attitudes to Good Behaviour

The development of the whole child is important to us and as a result, we endeavour to fulfil the Academy's core purpose of 'Learn to Live'.

Expectations

In order to promote positive behaviours it is expected that in each part of the Academy there will be:

- Effective presence/supervision/time keeping by all staff
- Consistent application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes, language and rewards
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – verbal and non-verbal including signs/symbols

Managing Behaviour

Castledon staff are trained in supporting good behaviour for learning in our School and College through Essex Step training which includes:

- The use of Roots and Fruits, Anxiety mapping and Risk Management Plans
- The use of positive behaviour strategies
- De – escalation
- The use of physical intervention (PI)
- The use of restrictive physical intervention (RPI)

PASTORAL SUPPORT

Family Inclusion Team (FIT)

At Castledon it is important to us that communication between home and the Academy is effective and supportive. This is undertaken by all School and College staff with class teams taking responsibility for:

- Regular liaison with parents/carers
- Working in partnership with other agencies
- Supporting pupils with behaviour in the Academy
- Supporting pupils one-to-one with home/Academy issues

Parental Contribution

Parents/carers play a crucial role in shaping the attitudes, which produce good behaviour in School and College. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes. The Academy acknowledges its duty to accept responsibility for the care and welfare of pupils during the School and College day. Parents can expect:

- Their children to be in a safe environment when in School and College
- That their child will be treated in a manner that reflects the behaviour policy of the Academy
- To be informed first of the significant problem or difficulties that may be affecting their child.
- To be informed of instances where their child's behaviour has deserved congratulations

The Academy can expect parents/carers:

- To trust and respect the work of the staff on behalf of their children
- To support the Academy in enabling children to develop and progress
- To support and encourage their child to be a positive member of the Academy community
- To be informed in the first instance when a RPI has had to be used for their child and when a new behaviour requires a RPI

Parental Involvement

Parents will be asked to support the Academy policy for behaviour by:

- Attending relevant meetings throughout the year
- Communicating with staff appropriately through home School and College contact

(Home School and College contact is agreed with parents/carers and the class teacher. This will be through email, text or verbal communication)

Working with Other Agencies

The Academy is able to provide extended pastoral services to the pupils. A range of Academy staff lead on establishing extended services and provision for pupils within the Academy and the local community. Pupils benefit from links with Transition Pathways and Crossroads, other activities available to pupils may include:

- After School and College clubs
- Holiday clubs and workshops
- Individual support e.g. counselling

Staff

The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long term goal is that pupils will be intrinsically regarded as they mature and will not need external rewards. Staff need to praise pupils when they '**catch the pupil getting it right**' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 10 mins without distracting others. If a pupil has a Risk Management Plan (RMP) staff will follow the strategies on it and not deviate from the plan.

Recording Students Behaviour

If a pupil's behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:

- Record the behaviour on CPOMS
- Contact the parent or guardian and inform them of the behaviour and how we are going to help the pupil learn how to behave appropriately.

If a pupil continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property Staff need to:

- Record the incident on CPOMS
- Phone the parent/ guardian to invite them into School and College for a meeting JH/SP (School) GQ (College)
- If this is not possible liaise with JH/GQ/SP who will organise a home visit
- Complete a roots and fruits chart with their parent or guardian
- Write or amend a RMP with support from FIT team or a Safeguarding lead
- Ensure copies of the previous, current and new RMP's are kept and saved in the RMP folder on the staff shared drive

- If a pupil targets or continually causes offence or upset to another pupil, record this on CPOMS under safeguarding, peer on peer bullying.
- If a pupil needs time out a team member needs to take the student to a designated area for a set time and monitor them.
- Exclusion from the classroom needs to be supervised by the class team and should only occur if the safety of others is at risk.
- If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then a small garden approach should be adopted and written into their RMP or pupil passport.

Small Garden Guidelines:

- Identify a quiet area where they can work independently
- Set one learning task at a time for the pupil to do and monitor their progress
- Use a social story or a learning strategy which is appropriate to their ability to help them learn how to re-engage with their peers

Fixed Term Exclusion – Up to a total of 45 days per academic year. A fixed term will only be used to allow us to gain advice from relevant professionals and formulate a plan to prevent harm to others, themselves or the environment.

Work will be sent to the pupil's home. On the pupil's return there will be a period of time during which they will be internally excluded to allow the pupil the opportunity to reflect on their behaviour and to repair and rebuild relationships with their peers and staff.

Appropriate work will be set at this time.

Meeting with LA if pupil is vulnerable to permanent exclusion

Permanent Exclusion – approved by the Governors

Documentation to Support Positive Behaviour

Where a child's behaviour is a risk to themselves or others or property, a risk assessment will be carried out.

The paperwork includes:

- Roots and Fruits
- Anxiety map
- Risk assessments
- Log of pupils behaviour by staff on behaviour watch
- RMP's
- Accident forms

Learning Consequences

Setting high expectations for behaviour throughout the Academy means that learning consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set.

Learning consequences used in Academy may include:

- Using parts of break times/lunch times for learning
- Removal of pupils from peers
- Removal from own class for learning and then return
- Time out
- Small Garden
- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, working with members of staff
- Reporting to parents/guardians
- Missed work to be completed at home
- Learning after School and College
- Visuals
- Zones of regulation

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a proactive manner and reflect on how a more positive approach can be sustained.

Should behaviours be deemed to be more serious then more formal sanctions will be used.

These may include:

- Request to parents to pick up their child
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

To find guidance for Essex protocols regarding exclusion follow this link:

http://secure.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/Pupil_Support/Excluded_Pupils/Exclusions_from_School_and_Colleges_2012.13.doc

On return to School and College after an exclusion parents are requested to attend a reintegration meeting. The pupil might need to be subject to an internal exclusion depending on the circumstances and the pupil.

PROCEDURES AND PRACTICE

When unacceptable behaviour is displayed in our Academy, staff will use the following procedure to ensure a consistent and well managed approach. There is an expectation that all staff will deal with behaviours and follow through with learning consequences to ensure that pupils experience consistency and have the opportunity to learn how to get it right.

The procedure for managing behaviour is as follows:

THE CASTLEDON MODEL FOR BEHAVIOUR MANAGEMENT

<p style="text-align: center;">UNACCEPTABLE BEHAVIOUR</p> <p style="text-align: center;">IN CLASS STRATEGIES</p> <p style="text-align: center;"><i>Identify situation causing difficulty</i></p> <p style="text-align: center;">Differentiate the task set / support given to task</p> <p style="text-align: center;">Warning systems / cards</p> <p style="text-align: center;">Tactical ignoring / distract / redirect</p> <p style="text-align: center;">Redeploy human resources</p> <p style="text-align: center;">Small Garden</p> <p style="text-align: center;">Support from external provisions</p> <p style="text-align: center;">Learning consequences to be carried out at an appropriate time</p> <p style="text-align: center;">Set up / follow plans / RMP</p> <p style="text-align: center;">Contact with parents / carers</p> <p style="text-align: center;">Call button pressed (school), two way radio (college) used when a student reaches or is likely to reach crisis</p> <p style="text-align: center;">Parents / Guardians informed</p>
<p style="text-align: center;">OUT OF CLASS LEARNING CONSEQUENCES STRATEGIES</p> <p style="text-align: center;">Parents / Guardians informed</p> <p style="text-align: center;">Time out</p> <p style="text-align: center;">Small Garden</p> <p style="text-align: center;">RMP</p> <p style="text-align: center;">Identified activities to help students learning</p> <p style="text-align: center;">Appropriate areas for students identified during break times</p>
<p style="text-align: center;">REMOVAL FROM CLASS / SITUATION</p> <p>Where behaviours are dangerous / causing significant disruption to learning / pupils' well- being a member of SLT is called. In dangerous situations there are panic buttons or two way radios in every room</p> <p style="text-align: center;">Removal – return after specified learning has taken place and is completed</p> <p style="text-align: center;">Information to parents recording of patterns of behaviour programmes</p> <p style="text-align: center;">Call in Parents / Guardians</p> <p style="text-align: center;">This situation should be followed up with a review / setting up of an RMP / monitoring of behaviour more closely</p>

Statement on the use of Physical Interventions



- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
- To comfort a pupil in distress (so long as this is appropriate to their age);
- To gently direct a pupil;
- For curricular reasons (for example in PE, Drama etc.);
- In an emergency to avert danger to the pupil or pupils;
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
- The pupil's age and level of understanding;
- The pupil's individual characteristics and history;
- The location where the contact takes place (it should not take place in private without others present).

Within Castledon Academy this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general, we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Castledon Academy, we encourage staff that are using touch for comfort or reward to use a 'supportive hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into you.

Hugging can be used either standing or seated, however, this must be used in conjunction with a positive verbal comment about their learning or good behaviour.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the

adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our School and College we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children. It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards their students, if a student is likely to be at risk from harm, you must take action, this may require physical intervention. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this statement when their child is admitted to this School and College.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Pupil Involvement

Pupils will contribute to the behaviour policy via questionnaires, meetings and informal question and answer sessions:

- to the development of good behaviour via the School and College council
- their views regarding
 - anti-bullying
 - rewards
 - safety of the School and College

School and College Rules

On admission to the School and College parents agree to provide pupils with the correct uniform and support the School and College with any behaviour difficulties. This may be through communication about home circumstances, collecting a pupil who needs to be removed from a situation or kept behind for detention and reinforcing any strategies / consequences put in place at the Academy. Pupils are expected to follow a few simple Academy rules which are in place for the benefit and safety of all. The rules are as follows:

- School and College uniform is to be worn until the end of KS4. It is the responsibility of home to inform the Academy if there are issues with this. Home / Academy liaison should take place if there are issues with uniform.
- Subtle make-up is allowed in KS4 and KS5. Pupils will be asked to tone make-up down if it is felt by staff that the pupil is wearing too much make-up.
- Pupils may wear a watch, a pair of small sleepers or stud earrings. Necklaces can be worn but should not be visible. Jewellery needs to be removed for PE lessons. Any other visible jewellery will be confiscated and returned at the end of the School and College day.
- Pupils are not allowed to bring any of the following into the Academy premises or grounds: sharp or pointed objects, cigarettes, matches, lighters or any other object or material that might be considered a risk to the safety or welfare of others.
- Pupils should not bring chewing gum to Academy.
- If pupils choose to bring MP3 players, electronic games or mobile phones to School they should be handed in to the School office for safekeeping. The School cannot be responsible for items not handed in. If these items are not used responsibly, they will be confiscated until the end of the School day.
- No mobile phones are to be on / visible throughout the Academy day, unless it is within a planned learning activity.
- Pupils are not allowed to leave the School premises or grounds without the permission of a member of SLT and with parental consent.
- KS5 students may leave the premises but must sign in and out.
- Pupils are to respect the feelings of all other members of the Academy community and behave and act in a manner which does not bring themselves or the Academy into disrepute.
- Pupils are to respect all aspects of the Academy community, to look after Academy property and to put all litter in the bins provided.
- Pupils are to treat the Academy animals with respect and care.

Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff on CPOMS.

Incidents which should be recorded include:

- Bullying
- Stealing

- Assault
- Extensive online activity
- Aggressive behaviour both verbal and physical
- Sexual incidents
- Concern over time of repeated inappropriate behaviours
- Change in pupils behaviour over time causing concern
- Unusual emotional outbursts
- Destruction of property
- To be informed in the first instance when a RPI has had to be used on their child and when a new behaviour requires an RIP
- Where a person's behaviour has led to inclusion in the accident book
- Leaving the School and College premises without permission
- Racial abuse

(This list is not exhaustive, individual staff may wish to record other incidents)

Purpose of reporting system

- To alert staff to possible risks
- To analyse behaviour and develop appropriate support strategies for pupils
- To inform risk assessment and positive handling plans
- Better communication between staff
- To help develop a consistent approach to particular types of incidents
- To help staff to develop a consistent approach to individual pupils
- To help staff and pupils avoid and prevent reportable incidents
- To provide on-going documentation with which to support action
- To provide evidence should it be required at any time in the future

Training

As an Academy we train all our staff in Essex Steps primarily to support with de-escalation techniques. All staff members receive six hours basic training. Following this, refresher training is carried out every twelve months to ensure that people hold a current, valid certificate. Training provided covers the use of physical intervention and in techniques of behaviour management which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an on-going basis. The Academy has a current list of staff who are trained to use physical interventions.

Physical Intervention

Introduction

Castledon School and College follows Essex County Councils Physical Intervention Policy (Appendix B). It is the responsibility of all staff to be aware of the content of this policy.

Intended Outcomes

To provide an environment:

- That is safe for the whole community.
- Where we care enough about our pupils to not allow them to be out of control, causing harm to themselves, others or significant damage to property.
- Where challenging, aggressive and violent behaviour is prevented wherever possible.
- Where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework.

Responsibilities

The School and College is committed to providing Essex Steps training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. All member of Castledon Academy are expected to treat people with dignity courtesy and respect.

The Academy also recommends that where possible there are two members of staff either to be involved in a physical intervention, or to be able to witness any physical intervention that takes place.

Working Realities

All stakeholders must be aware of the working realities and likely consequences when individual are involved in an incident involving the use of force. The following systems are endorsed by Castledon Academy:

Systems

In order to minimise risk to staff and pupils, manage challenging behaviour and help pupils learn it is the policy to:

- Record serious incidents on CPOMS.
- Complete a RMP with a member of FIT team when a pupil demonstrates behaviour that may or has caused risk to themselves, others or property. This should happen as soon after the event as possible. Pupils requiring a Risk Assessment may also become identified through incident reporting, Staff & SLT will identify which pupils require this. Whenever there is a change to a pupil's behaviour the risk assessment or RMP should be amended (see Appendix A).
- Where a physical intervention has taken place or it is recognised through a RMP that this is necessary as part of the pupil's plan.

All documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours) but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the written paperwork is not able to be completed staff involved must, **at the very least**, inform a member of SLT what has occurred.

After a serious incident has occurred a pupil must be offered an opportunity for de-brief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some students it could be two hours or more. This must be taken account of when planning the time of the de-briefing. Visual systems must be made available for those students who require this support to aid understanding and communicate effectively.

If a member of staff or pupil is injured as a result of any incident a **Health and Safety Incident Form** needs to be completed. (Appendix C)

All documentation relating to the behaviour policy and relating incidents will be kept for 75 years.

APPENDIX A

Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:
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	Potential Triggers & Reduction Measures <ul style="list-style-type: none"> •
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

ECC PHYSICAL INTERVENTION GUIDANCE

APPENDIX B

<https://School and Colleges-secure.essex.gov.uk/pupils/sen/Documents/Physical Intervention guidance.doc>

ESSEX HEALTH & SAFETY INCIDENT FORM

APPENDIX C



HEALTH AND SAFETY INCIDENT FORM

School and College:	Castledon School and College		
About the incident:			
Accident	Work Related Ill-Health	Near Miss	Violence
Date incident occurred:	Date:	Time (24hr clock):	
Date incident reported:	Date:	Time (24hr clock):	
Where incident happened?			
How the incident happened?			
What do you consider was the cause of the incident? (bite, kick, fall etc.)			
Where was the injury located?			
What was the nature of harm?			
Was the person taken directly to hospital	YES / NO		
Was the incident reportable under RIDDOR	YES / NO		
About the person affected by the incident:			
Name			
Employed by ECC and position employee holds	YES / NO	Position Held if appropriate	
Follow up by the manager after the incident: (to be completed by Manager)			
Additional supervision	Modifying existing systems of work	No further action	
Review Maintenance procedures	Training	Review Risk Assessment	
Additional information for acts of violence:			
Name of assailant		Relationship to ECC i.e. pupil	
What was the type of assault	Attack by an animal Racial Use of a weapon	Intimidating behaviour Sexual Verbal abuse	Physical injury Threatening behaviour
Was the incident reported to the police?	YES / NO		
Has support been given to the employee following the incident?	YES / NO		
Use of physical intervention:			
Was it necessary to use physical intervention?	YES / NO		
What type of technique was used?			
Does the assailant have an individual risk assessment or care plan?	YES / NO		
Was the physical intervention technique used in accordance with it?	YES / NO		
Had all the employees who used Restrictive Physical Intervention been trained?	YES / NO		

PLEASE TURN OVER

Witness to the incident	Witness to the incident
Name & Address	Name & Address

Additional Information

Signature of Health & Safety Manager		Date	
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Comments for Health & Safety Manager if necessary

CASTLEDON ACADEMY ANTI-BULLYING POLICY

APPENDIX D

ANTI-BULLYING POLICY CASTLEDON ACADEMY

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 . 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* Academy. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person, generally sustained over a period.

Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical 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 focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & video facilities

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. The Academy 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 and teaching and non-teaching staff should know what the Academy's policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the Academy's policy is on bullying, and what they should do if bullying occurs.

- As an Academy 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 and College.
- Doesn't want to go on the School and College / public bus.
- Begs to be driven to School and College.
- Changes their usual routine.
- Is unwilling to go to School and College (School and College 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 and College work.
- Comes home with clothes torn or books damaged.
- Has possessions, which are damaged or "go missing".
- Asks for money or 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 for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be investigated.

Procedures

1. Report bullying incidents to staff.
2. Bullying incidents will be recorded by staff on CPOMS.
3. Parents will be informed and will, if needed, 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 the bullying is not repeated.
5. A learning intervention will be put in place for the bully and the victim.
6. Local police may be informed and asked to come in.

Prevention

We will use Essex Steps methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of School and College 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
- having discussions about bullying and why it matters
- using a range of resources targeting the behaviours

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
CEOP	
Thinkuknow	

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Updated November 2018