



Behaviour Curriculum Policy 2024

This policy has been written in accordance with HCC Emotional Wellbeing Principles to Support Approaches to Behaviour (2020-2023) and Hertfordshire Therapeutic Thinking documentation.

Policy ratified: Autumn 2024

Policy review: Autumn 2025

BEHAVIOUR POLICY

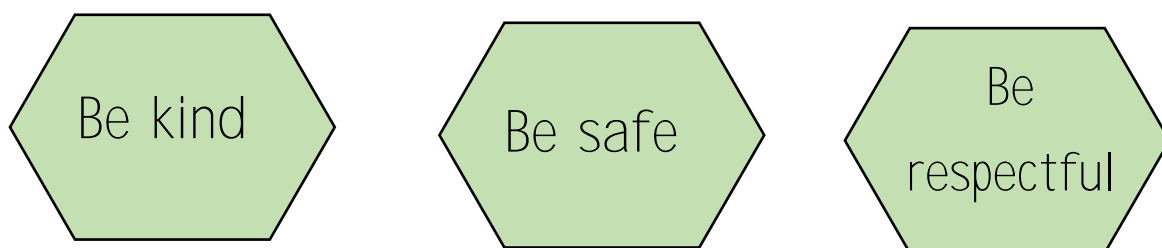
At Strathmore we use a therapeutic approach to behaviour management. We pride ourselves on creating a nurturing environment that ensures positive recognition and modelling of pro-social behaviours is embedded in our daily practice. The school relies on its members behaving in a certain way to achieve its purpose. All staff understand behaviour is a form of communication and not all behaviours are a choice. Behaviour training is provided to all new staff and reviewed on an annual basis.

Approaches to behaviour are viewed in a non-judgemental, curious and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEND) replaced the term Behaviour and Social Difficulties with Social, Emotional and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour. Our anti-bullying policy can be found in our appendices and is written to reflect the values and therapeutic approach of our school.

Our Governors [Statement of Behaviour Principles](#) is written in line with our school behaviour policy.

A glossary of our terms can be found at the end of this policy.

Our Core Values



These values are displayed across the school and form part of our daily discussions. Children reflect on these rules in a number of ways:

- Circle Times
- Assemblies
- Consistently modelled positive language from all staff
- Mindfulness lessons or moments
- Regulation Stations

WELL-BEING AND RESILIENCE FOCUS

Our school motto, '*Nurturing Brilliant, Resilient Minds,*' identifies the need to provide pupils with a learning environment that is safe enough for children to take risks and not be afraid to fail. A variety of feedback, rewards or consequences are used to develop children as resilient, independent learners with positive emotional wellbeing and behaviour.

Throughout the day we encourage pupils to visit the Regulation Station in their classroom which helps them to identify how they are feeling on a scale of 1 to 5. If they are feeling 1 or 2 they are











regulated and can cope with their emotions and focus on learning. If they are a 3, 4 or 5, they are becoming dysregulated, need to recognise this and use a strategy that will help them reduce down the scale and become regulated.

Each class has their own Regulation Station which has strategies specific for their pupils to use. Some children may have an individual Regulation Station.

Alongside this we have tiered vocabulary for emotions which we use to help children identify the emotion they may be feeling and how it feels in their body (See Appendix 6). We use Makaton signs with our feelings discussions to make it accessible to all pupils. Staff spend time teaching children how to recognise a range of emotions and what they mean in order to build upon their emotional literacy and emotional agency.

In our Friday Celebration Assembly, we identify those pupils who have excelled at a particular focus for that week and acknowledge them as Learners of the Week. The children are provided with a medal and congratulated in assembly. This is then shared with parents and carers. We also acknowledge external awards that celebrate brilliance such as achievements in sports, clubs, music, reading, etc.

Regulation Station

Scale	Looks like...	Can feel like...	Strategies to try...
5			
4			
3			
2			
1			

BEHAVIOUR MANAGEMENT

Our [Behaviour Curriculum](#) is followed and embedded across the school to ensure our core values are instilled and there is consistency from all stakeholders. Pupils are expected to adhere to the following:

Around the school	At break times
<ul style="list-style-type: none"> Everyone is different and everyone is welcome! We walk in the corridors One person holds a door open We use indoor voices We walk in and out of assembly without talking At lunch time we sit quietly until our table is called We say please and thank you and respect each other We look after our school by keeping it tidy We take pride in our resources We follow the uniform policy 	<ul style="list-style-type: none"> We look after each other and our Year 2 Buddies help us When asked, a child will show our class 'line up' sign We line up outside our class resource box at the end of break and lunch time A member of staff will walk their class outside to break A member of staff will be prompt to meet us after each break time and walk us back to class We share and look after our equipment and put it away If we need the toilet we get a peg from a member of staff to come inside. We can only come into school with a peg so staff know how many children are inside. We have our drinks and snack on the playground only. We do not need to go back into class to get our drinks. We wear our coats in the rain and keep umbrellas in the classrooms.

Expectations of pupil's emotional wellbeing and behaviour are high. They are realistic and grounded in a belief that change can be effective and improvements secured. Responses to positive behaviour expectations are essential to motivate pro-social behaviours and these should be demonstrated by all members of staff. Pro-social behaviours are promoted and valued at Strathmore. These include:

✓ Using positive language across the school

‘Walking calmly, thank you’

“Thank you for holding the door open for me... Thank you for holding my hand whilst we walk around the school.”

✓ Referring back to the behaviour rules when discussing any incidents or expectations

“Thank you for using the equipment safely”

“Thank you for being kind to your friend when they hurt themselves”

“Thank you for showing me good listening in English”

✓ Setting clear and consistent expectations

“Good sitting on the carpet/at the table. I can see we are ready to learn.”

“Walking nicely to the hall, thank you.”

“Show good listening when sitting in assembly, thank you”

Visual timetables in all classes so children know what to expect each day.

Personalised visual timetables for some individual pupils on lanyards or in their own folder.

All staff make it their responsibility to develop safe and trusting relationships with children. Our aim is that these secure relationships will support staff if any escalating or difficult behaviours arise.

Staff use a De-escalation Script during a difficult incident. This may happen during class time, break times or in wrap around care.

De-escalation Script

- Learner’s name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....

Offer clear, simple and limited choices to the child such as

“Working in the classroom or Woodland room”

“Use the ruler sensibly or I can use it for you.”

These choices need to be repeated calmly until the child makes a decision.

Disempowering the behaviour is an effective strategy and involves the member of staff remaining calm and reducing the attention on the behaviour. They may use the following statements:

“You can listen from there.”

“Come back into the room when you are ready.”

“We will carry on when you’re ready.”

At times, anti-social or difficult behaviours may arise such as children leaving the classroom without permission, spitting, damaging school equipment, hurting another child/member of staff either physically or verbally, swearing, putting others at risk of harm. This is not an exhaustive list and staff should discuss any anti-social behaviours they are concerned about with SLT.

If a pupil is displaying difficult behaviours, staff can use the de-escalation script. Pupils will likely need time to regulate themselves or become calmer so they are more willing to listen and respond following the incident. This could be a mindfulness activity such as playing with kinetic sand, theraputty, drawing, fiddle toy.

It is important staff take note of their own emotions during these times and do not feel afraid to call on each other to manage the situation if they are not feeling ready or need some additional support.

This is particularly important if a child is displaying dangerous behaviours. For example, physically hurting an adult and they need to be physically restrained, a child at risk of hurting members of the class and the class needs to be removed from the area, a child attempting to leave site, racist abuse, someone requiring a hospital visit for first aid. Dangerous behaviours are those which are likely to cause injury or significant damage to property.

CONSEQUENCES

Following anti-social, difficult or dangerous behaviours, a consequence may be given. This should be relevant to the behaviour identified in order for the consequence to be educational. The child should learn how to be pro-social during this time rather than receiving a consequence such as missing break or sitting outside the classroom with no reflection on the behaviours displayed.

This time should be used for staff to reflect with the child on the behaviours they demonstrated and teach them how to handle the situation next time or provide a suitable consequence to teach them about the impact their behaviours had.

“You are not safe to play with other children as you have been hitting them in class. You will need to have a separate break time or play in an area without other children. When you have shown me that you can be safe, you can have break time with your friends again. Let’s talk about safe ways to play with our friends.”

“You have drawn on the table and not shown respect to the equipment in school. You will need to spend some of your break time cleaning it. Next time, if you want to draw you need to use paper.”

“You cannot sit sensibly in assembly so you will need to sit next to an adult.”

For some children, it may be that the consequence is the next day as they are not able to regulate themselves enough to have this reflection time on the same day. See Appendix 5 for possible suggestions for educational consequences.

If a child is harming themselves or others, they may be physically removed from the situation. Staff are trained to ensure they do not cause harm to children if physical restraints are used. A child may need moving to a different area and staff can use the open mitten approach or closed mitten approach. If a child is in a heightened state, staff may use these methods to ensure the child is safe and not harming others with their limbs. Some physical consequences can be used positively such as a supportive hug or offering an arm to escort someone if they need to remain close to an adult and avoid running.



For staff who are managing difficult behaviours such as hair being pulled or being hit, they will use the 'fix and stabilise' method. This involves the staff member putting their hand over the child's hand and bringing it towards the staff member's body. For example, if a child pulls the staff member's hair, holding their hand and pushing it towards the staff member's head, prevents the soreness of hair pulling as the action has been stopped. This will only be used by staff who have been trained in this method.

PROCESSES

Restorative conversations

It is vital that children have the opportunity to reflect following an incident. To ensure consistency for all pupils, we have four key questions that we ask our pupils following an incident:

What happened?

How were you feeling?

How can you make it right?

What can we do next time?

This time also allows them to use our strategies such as regulation stations, tiered vocabulary and any strategies we have agreed can be used. It is a time for children to reflect on their actions or someone else's and work towards a better outcome if the incident was to happen again or to focus on recognising emotions and the effect they had on their body.

Strategies to support pupils affected by difficult/dangerous behaviour

For those children who have been affected by a child demonstrating difficult or dangerous behaviour, it is important that these children also have time to reflect, regulate and be supported. The child will be asked how we can support them to move forward following an incident. This could be one of the following suggestions (please note these are some examples and not an exhaustive list:

- A sorry letter or card. *The wording may be reflective of the child who is apologising and will need to be clarified if the terminology used could be deemed inappropriate.*
- Explanation to child affected that the other child has a consequence for their behaviours. Sometimes this will be shared with the child if it affects their feelings of safety and wellbeing. Some incidents will not warrant this and will be dependent on a number of factors.
- Time to regulate with a safe adult e.g. *reading a book, colouring, lunch or break times with a safe adult for a period of time, playing a game.*
- *Time with the child who demonstrated difficult/dangerous behaviour with another staff member present to discuss the incident, apologise and move forward.*
- *Strategies to ensure the child feels safe (depending on the incident which occurred).*
- *Follow up call to parent/carer depending on the severity. If they have been witness to or affected by someone else's dangerous behaviour (see Glossary for some examples of this).*

Additional strategies used across the school to support pupils who have been affected by behaviour could be:

- Mental Health Support Team (for parents and carers) – help to support your children
- 5 safe adults reminder and discussion
- Potential work on building self-esteem, social skills discussions (if relevant) and check ins
- Drawing and Talking therapy
- Access to Rainbow Room for quieter lunch option
- Nurture support

Reporting of incidents

The member of staff who has the information on the incident or has dealt with it will inform parents or carers via phone call or email. This should be on the day of the incident, however, sometimes this is not possible due to unforeseen circumstances and you will be informed the next day or a member of the leadership team will update you where possible.

If the incident was dangerous (see Glossary definition), SLT will contact the parents/carers of the child affected by this behaviour and the parents/carers of the child who was showing dangerous behaviour. For difficult behaviours, this will be reported to parents/carers by the class teacher or the person with the information on the incident. This could be SLT but may not always be the case.

Parents/carers will be informed by the class teacher if they have concerns about repeated difficult behaviours in school. This should be raised promptly and a meeting arranged to complete Early Prognosis (Appendix 2) and Pupil Concern Form (Appendix 3). This will allow for us to work together with parents/carers to help understand and support their child.

Recording of incidents

Staff are expected to use the flowchart (Appendix 1) to ensure there is a consistent method when managing and reporting behavioural incidents. All incidents are recorded on CPOMS, both positive and negative. When incidents are written up they should be:

- Unemotional
- Non-judgemental
- Use factual language
- *Note severity/frequency according to the Risk Calculator if Early Prognosis has not been successful*

Staff will add incidents from that day on to CPOMS. All staff have a login and are responsible for recording incidents. SLT must be alerted to repeated difficult behaviours or if a dangerous incident has occurred. If repeated incidents are in Early Years, the Early Years lead should be alerted. Key Stage one pupils should be alerted to the Deputy Headteacher and any pupils with repeated incidents and SEND needs can be alerted to the SENCo. All dangerous incidents must be alerted to the Headteacher.

The recording of incidents must include what action was taken. If SLT have been alerted, any additional actions that are put in place as a result of this incident will be added by SLT.

Strategies to support pupils demonstrating difficult/dangerous behaviour

This behaviour policy will meet the needs of most pupils. If we need to provide additional guidance and support, SLT will discuss alternative strategies. In the first instance, we would ask staff, parents and where possible, the child, to complete an Early Prognosis document (Appendix 2) and the Pupil Concern Form if applicable (Appendix 3). This is to gain a more holistic view of the child's needs and identify any reasonable adjustments that could be made that haven't been implemented yet.

If this has not been successful, staff will refer back to the Flowchart and gather more information to help understand the behaviours being expressed by the child. This involves a number of methods such as Risk Calculator, Conscious and Subconscious Behaviours Checklist and Anxiety Mapping to create a mini plan. The process is similar to the SEND Assess, Plan, Do, Review and if the mini plan is not supporting the child/teacher they will refer back to the Flowchart to complete a Roots and Fruits in order to populate a Risk Reduction Plan. It is the expectation that teachers and teaching assistants work together to gather this evidence to support their concerns and share with SLT. Risk Reduction Plans will be created by SLT and reviewed weekly with parents and class teacher. The school may also involve The Hitchin Primary Outreach Support Service (HPOSS) for those children who require additional support and advice.

On the rare occasions that a Risk Reduction Plan has not been as successful as we had hoped, a suspension may be given as a last resort. There is a clearly defined rationale for suspension linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experiences, trauma, mental health and protected characteristics such as disability or race. Suspensions will only occur if an incident is dangerous and staff or pupils are at high risk of being harmed, dangerous behaviours are repeated with high severity rating (see Risk Calculator,

Appendix 4) or to provide the school with time to consider alternative methods of support for that pupil.

Suspensions can be internal (in school only), fixed term (for a set number of days and child returns once this is completed) or permanent (the child is taken off roll at the school and can no longer attend that setting). A phone call and a follow up letter will be provided to the parents explaining why the suspension has taken place and how long the suspension will be. Following any suspension, a reintegration meeting will take place on the day the child returns to school with a plan of how the school will support both the parents and pupil moving forward. The HPOSS are sought for advice before any fixed suspensions are given and informed if a suspension has been implemented.

GLOSSARY

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need. E.g. a child shouting in a maths lesson because they don't want to complete maths learning, so they get asked to leave the room and work in another class.

Consequence: A logical, explainable response to pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking.'

Examples of this could be but not limited to: *throwing scissors which hit a child or adult causing first aid, injuries which require a visit to the hospital, damage to property like a smashed window which could have harmed others and needs replacing, behaviour which causes a child or adult to feel unsafe such as hands around throat where a person has been put in an unsafe position.*

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: '*John continually shouting out is difficult within a group teaching activity.*' Other examples include but are not limited to: *hitting a child or adult that does not require first aid, spitting, damage to property that does not need include repair costs, shouting, refusal to complete learning/tasks, being unkind in their words or actions, not being respectful.*

Dysregulated: when someone is unable to control their emotions and actions. They need to be supported to regulate themselves.

Emotional agency: The ability to predict how you will feel as a result of experiences in the future and plan to ensure a prosocial experience or to create the desired prosocial feelings.

Emotional literacy: The ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.

Prosocial behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Regulation: when someone is in control of their feelings and actions.

Restorative conversations: time following an incident with an adult which involves asking four key questions to reflect on what happened, restore any issues that may have happened and plan how to handle the situation next time.

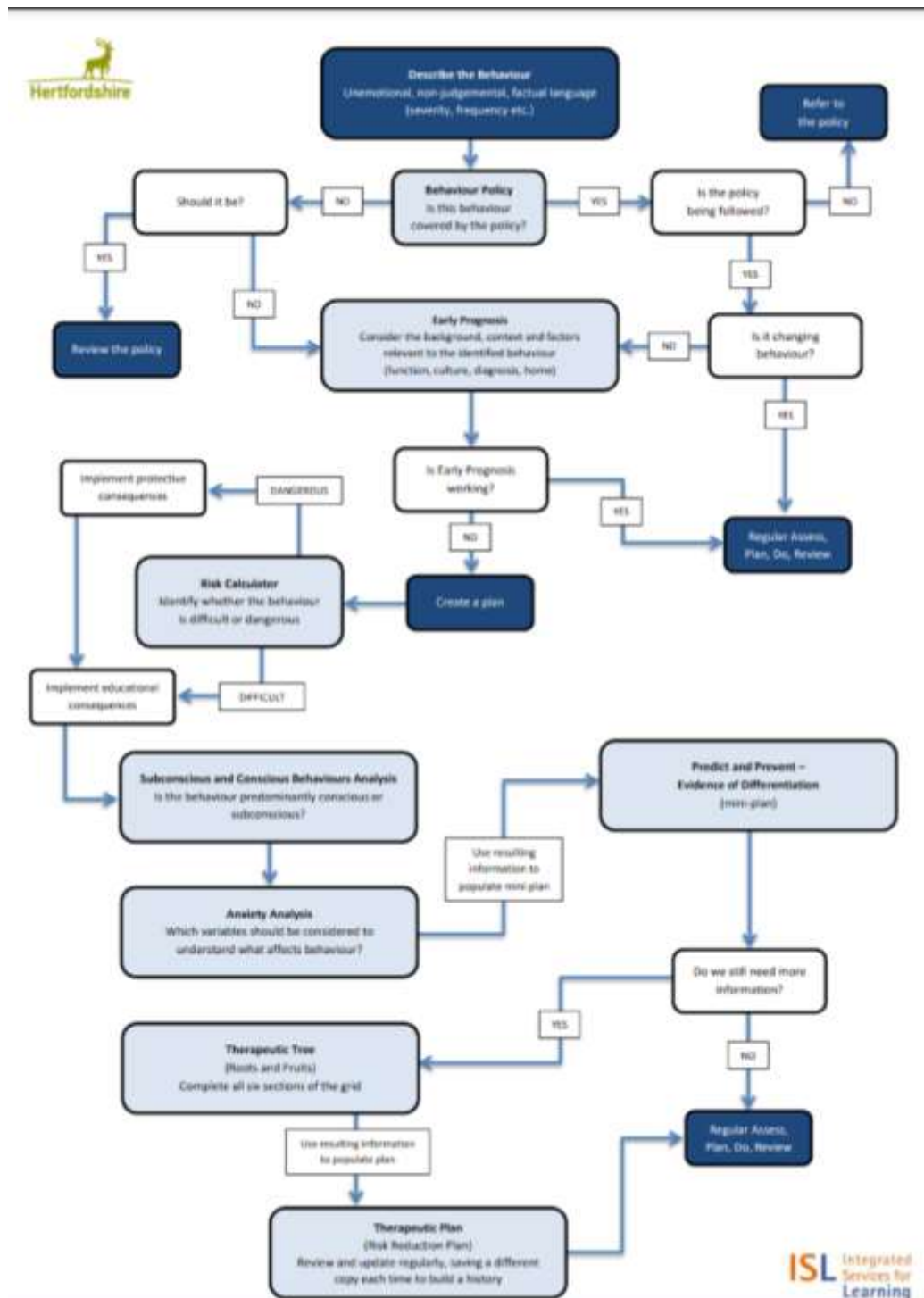
Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Suspension: a child is not to attend school on site and must remain at home for the agreed dates and times.

- **Internal suspension:** the child is working with a member of SLT for a period of time.
- **Fixed term suspension:** a set number of times / days a child cannot attend school. A managed move may be considered if the school felt it was moving to a permanent suspension. This is where the LA identifies another school which may be more suitable for the child and meetings are set up to discuss the child moving to their roll.
- **Permanent suspension:** a child is taken off roll at the school and can no longer attend the setting. The child will need to go to a new school.

Appendix 1: Flowchart




Steps – Early Prognosis (Guidance)

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child's needs are not being met by policy. Consider each of the components below within the context of the described behaviour – speak to the child, other members of staff, other professionals and parents/carers who may have information to add.

Context (home and school)	Diagnosis
<p>All behaviour occurs within a context.</p> <p>A behaviour might be acceptable in one context but unacceptable in another.</p> <p>Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.</p> <ul style="list-style-type: none"> • What do we know about the pupil's current experiences? • Where is the behaviour happening? • Is there anything in the home situation of the pupil which may be impacting on their behaviour? Has something recently changed? • Are there particular children, staff or family members involved? • Is there an 'obvious' trigger with an obvious solution? 	<p>Some behaviours are associated with a particular diagnosis.</p> <p>There may be proven strategies to meet the need of such a behaviour.</p> <p>The environment or context may need to change rather than the behaviour.</p> <ul style="list-style-type: none"> • Does the pupil have a known diagnosis? • Is the pupil undergoing investigation for a particular diagnosis? • Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?
Function	Cultural expectations
<p>All behaviour has a function.</p> <p>Function is what the behaviour is communicating.</p> <p>A behaviour may have more than one function.</p> <ul style="list-style-type: none"> • Sensory – meeting a known or unknown need (occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?) • Escape or avoidance (occurs due to perceived demand or threat, or when asked to do something?) • Attention (leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?) • Tangible gain (enables access to a person, situation or item they prefer?) 	<p>Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.</p> <p>Every culture has a set of 'norms' many of which may be unwritten.</p> <p>School cultural expectations may need to be explicitly taught.</p> <ul style="list-style-type: none"> • Is there anything in the family or community culture of the child that should be considered? • Take into account expectations and priorities within the family or community relating to behaviour, sexuality, gender and social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations. • Are there unspoken school or staff cultural expectations which should be explored?
<p>Hypothesis: What is this snapshot telling you? What is your professional opinion?</p> <p>Action: What will you put into place to meet this pupil's needs?</p>	


Appendix 3: Pupil Concern Form

Pupil Concern Form





Name: _____ Year & Class: _____

Date: _____ Completed by: _____



What can you see?



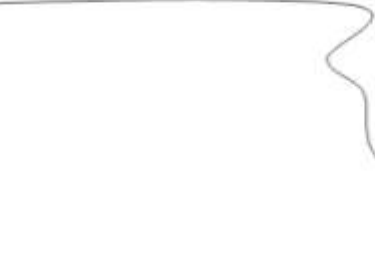


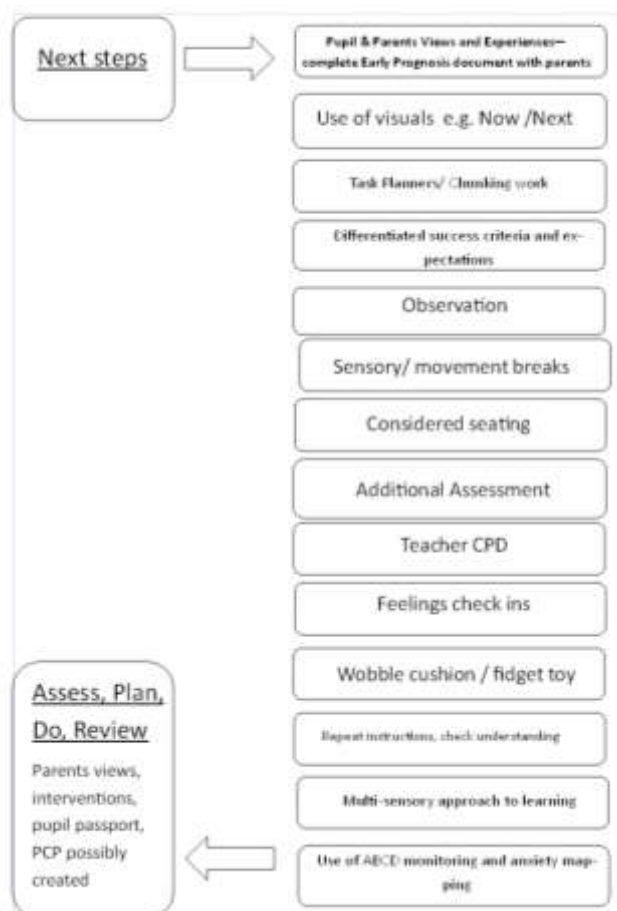
Next steps: See overleaf for ideas.

(NB: teacher intervention needs to be seen before SENCo involvement)

Impact: If still a concern, meet with SENCo.

What might be the reasons?





Appendix 4: Risk Calculator

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Appendix 5: Examples of consequences from staff training

Issue or concern	Possible Educational Consequences
Child hurting another child or spitting at someone	<p>Class discussion such as circle times or PSHE about being kind to friends</p> <p>Hold hand and discuss with adult ('take my hand, come with me')</p> <p>Social story on hitting / kicking, etc</p> <p>Comic strip conversation discussing what was said and how people may be feeling</p> <p>Role play (act out using toys)</p> <p>Go through feelings and what they mean. Can they recognise them?</p> <p>Standing in the other person's shoes scenario – How do they feel? What was said? What could be done differently?</p> <p>Ask them: what do you need right now?</p> <p>Apology letters to those affected</p> <p>Speak to parents about incidents if repeated</p> <p>If child hurting you, use Fix and Stabilise method (Step Up training required)</p>
Child laying in doorway refusing to move	<p>Offer something to entice child somewhere else</p> <p>Wait it out (the child is clearly not ready to learn so repeat, 'I am ready when you are. I will wait for you.')</p> <p>Explain dangers (may need to be visually)</p> <p>Ask people to use another entrance to the area if possible</p>

Additional examples can be found [here](#) or click on this [link](#).

Appendix 6: Tiered emotional vocabulary

Feelings Vocabulary	
Nursery	happy calm tired sad scared worried excited angry
Reception	proud surprised jealous bored nervous unsure frustrated lonely
Year 1	content confident shocked miserable unfocused anxious shy annoyed wary disappointed furious out of control
Year 2	ecstatic courageous amazed overwhelmed exhausted envious deflated cautious threatened embarrassed dysregulated

Strathmore Anti-Bullying Policy

We are committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at Strathmore. If bullying does occur all pupils should recognise it and be confident enough to tell an adult, knowing that incidents will be dealt with promptly and effectively. Because our pupils are very young, parents too should be able to speak to any member of staff regarding concerns about bullying.

What is bullying?

Bullying is the persistent use of aggression (explained to the children as “several times on purpose”) with the intention of hurting another person. It can take many forms:

Emotional:	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, pulling faces)
Physical:	Pushing, kicking, pinching, hitting or any use of violence
Racist:	Racial taunts, comments (e.g. about religion and belief)
Sexual:	Unwanted physical contact or sexually abusive comments or acts
Verbal:	Name calling, sarcasm, spreading rumours, teasing
Homophobic:	Name calling and hurtful use of the word ‘gay’
Cyberbullying:	Use of new technologies (computers, mobile phones etc.) to taunt or threaten
Child on Child:	Can be motivated by perceived differences, e.g. grounds of race, religion, gender, sexual orientation, disability or other differences. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.

Why is it important to respond to bullying?

Bullying hurts. Every child or adult has the right to be treated with respect which is one of our school’s core values.

Signs and Symptoms

A child may indicate by changes in their behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to come to school
- Begins to complain of feeling ill to avoid attending school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cannot go to sleep or has nightmares
- Tries to run out of school
- Arrives home from school with damaged clothes or possessions
- Starts stealing money
- Has unexplained cuts or bruises

- Becomes aggressive, disruptive or unreasonable
- Is bullying other pupils or siblings
- Stops eating
- Begins soiling or wetting
- Is frightened to say what's wrong

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

Procedures

If you are concerned your child might be being bullied, please contact your child's class teacher in the first instance who will investigate the matter further. This may include looking at historic incidents, talking to the children in question individually, monitoring behaviours at break times or during lessons, liaising with colleagues, etc. Most incidents can be addressed through circle times, incident specific lessons, assemblies or mediation.

However, if the teacher feels there is sufficient evidence to say the child is being bullied, they must escalate their concerns to the Senior Leadership Team (SLT) who will investigate further. Parents of the perpetrator and victim will be informed and involved in the investigation within 2 days of the issue being highlighted to SLT. A follow up conversation will be had with children and parents 3 weeks following the investigation to check the issue has been resolved. SLT will update CPOMS with any incidents of bullying and governors will be informed termly.

Bullying incidents which occur outside of school will be investigated if they are reported and impact on school life.

Prevention

Children will be made aware of bullying and how to prevent it through circle time sessions, class teaching, assemblies, or other appropriate resources and taking part in themed behaviour school focuses. They will be taught to distinguish between bullying and other hurtful and unkind incidents.

A range of stories, poems and role play activities will be used to support children's understanding of bullying.

As part of our school ethos all children are encouraged to be independent and their self-esteem is raised at every opportunity. Children are reminded continually that if they have a problem or know that another child has a problem, they need to tell someone, preferably an adult.

New parents are made aware of the importance of telling adults in school if they think their child is being bullied, and that we will investigate immediately.