



Policy Name	Behaviour & Anti-Bullying Policy
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Version Number	2.5
Policy Owner	Head

Governing Body or Working Group Approval	Teaching and Learning
Last Reviewed	Autumn 2019
Next Review Date	Autumn 2020

Mission Statement

Our school is committed to ensuring that the school environment provides all pupils and staff with access to learning and wellbeing through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop an ordered, trusting, supportive and caring school that bases its practice upon a shared understanding of others and where the behaviour of all endorses one's own learning and that of others. Promoting of these commitments is through setting consistent, predictable and high expectations of behaviour throughout the school. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

1. Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This policy extends to all members of the school community and will be reviewed in agreement with staff, pupils, governors, parents and carers.

This Behaviour Policy aims to

- ensure expected standards of behaviour are shared with the school community.
- ensure all adults and pupils understand, support and promote the principles underpinning the policy.
- ensure boundaries, sanctions and rewards are consistent and understood by all
- enable pupils to develop reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults.

- allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each other's company.
- maintain high standards of appearance and orderliness around the school, encouraging pupils and adults to take pride in themselves, their school and the wider community.
- ensure effective learning opportunities for all
- ensure inclusive practice and equality of opportunity

2. Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for headteachers and school staff (2016)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to:

- carefully read and sign the Home/School Agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- know the Behaviour Policy and engage in discussions about it
- participate in discussions in school, and at home, that are aimed to develop an understanding of the Behaviour Policy
- adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school.
- support other members of the school community in promoting the expectations of good behaviour
- ensure school work and homework is well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher

Parents and carers are expected to:

- carefully read and sign the Home School Agreement to indicate that they will respect and support the school's expectations and the authority of the school staff
- know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
- ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.

Staff in school are expected to:

- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)

- discipline pupils at any time the pupil is in school or elsewhere under their charge
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).

Governors are expected to:

- refer all matters regarding discipline to the Head teacher who, in consultation with relevant parties, will investigate all issues.
- know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

School expectations that apply at all times to pupils, staff, parents, volunteers and visitors

- Always be on time.
- Maintain a good attendance. Regular attendance is expected by law and the school takes attendance very seriously. More information can be found in the school Attendance Policy.
- Unauthorised absences will be managed in line with the school Attendance Policy.
- Keep your appearance smart and tidy; pupils are expected to wear regulatory school uniform at all times to and from school
- Be polite and respectful at all times.
- Be considerate of all others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.
- The following items are not allowed in school
 - alcohol
 - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
 - items that can be smoked, such as cigarettes, cigars
 - matches, lighters (unless being used for a planned lesson activity by a staff member e.g. outdoor learning, Science etc).
 - chewing gum
 - weapons
 - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic

3. Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

4. Behaviour Management

School Expectations

These have been compiled in consultation with all pupils. These expectations occur in all classrooms and in all areas of the school.

Oakfield School Rules are:

- We listen to people, we don't interrupt.
- We are honest, we don't cover up the truth.
- We are kind and helpful, we don't hurt anyone's feelings.
- We are gentle, we don't hurt others.
- We work hard, we don't waste time.
- We look after property, we don't damage things.
- We walk around the school quietly and calmly, we don't run

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity. To do this, adults and pupils

- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- acknowledge and celebrate the talents, gifts and differences between individual pupils
- are always asked to do the best they can. Staff members' will teach and facilitate this behaviour.
- praise and reward appropriate behaviour
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice. Use strategies in our Sanctions flow chart
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

Please read the sanctions flow chart, Appendix A, for more details

Rewards

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

The following rewards are available for use by all staff:

- Verbal praise
- 5C Stickers for the pupil to wear
- Sending pupils to the head teacher or SLT member to be praised
- 5C Star of the Week certificates are awarded for demonstrating one or more of the 5 core values
(co-operation, confidence, courage, caring, curiosity)
- Super Star of the Month and Term certificates and tea party
- End of term certificates for attainment, effort and good attendance

Whole Class Rewards

- Golden Time is earned when targets the whole class have been working on have been achieved.

Team Rewards

- Every pupil is a member of a team (Dragons, Unicorns, Griffins). They can earn team points by following the behaviour expectations. The team points are counted up at the end of the week, with the winning team announced at the weekly celebration assembly.
- Sports teams and other teams representing the school are given performance awards during Celebration Assemblies.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. These are reinforced through rewards such as

- Verbal praise
- Team points
- Responsibilities
- Stickers

Sanctions and Consequences

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person.

The interventions and consequences in place are embedded in our expectations that the behaviour of the school community is impacting positively upon pupil learning.

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	Low level inappropriate behaviours e.g. calling out interrupting when others are talking ignoring minor instructions making inappropriate noises	Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos e.g. catch them being good praise – happy face pre-empting the situation reminder of school expectations talking quietly to children restorative conversations give an object to fiddle with
2	Medium level inappropriate behaviours e.g. petty theft persistent disruptive behaviour deliberately creating a disturbance general refusal to follow requests offensive language	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos e.g. class teacher to talk to parent and pupil record incidents/log give choice/expectation with timescale use visual timer lose time at break time or lunchtime
3	Higher level inappropriate behaviours e.g. serious challenge to authority	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos e.g.

	harming someone repeated refusal to do tasks harmful, offensive name calling continuing to leave the class without permission fighting and intentional physical harm to others malicious allegations against staff	Behaviour Plan in place advice from outside agencies upon targets, strategies and interventions report card put behaviour book in place to be logged and signed involve parents in weekly monitoring of report cards
4	Serious inappropriate behaviours e.g. bullying – physical and emotional deliberately throwing objects with the intention of harming someone repeated challenge to authority extreme danger of violence leaving school boundaries bringing banned substances or items into school	Involvement of outside agencies Personal Support Plan set up Fixed term exclusion Permanent exclusion

5. Isolation (Internal Exclusion)

The school may place pupils in isolation (outside head teachers room, the Hub, Library or the break out room) who have displayed behaviours that warrant this sanction in line with the Behaviour Policy. As with all other sanctions, the school will ensure health and safety, safeguarding and the pupil's welfare are addressed. Periods of isolation will be for a maximum of one school day. The time spent in isolation will be used constructively, with class teachers preparing work for pupils to complete. One member of staff will be present at any one time in the isolation area.

6. Exclusions

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Exclusion Guidance.

Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is rarely used for vulnerable pupils. (eg for those who are 'Looked After' by the Local Authority or who have high SEN/D needs). In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

7. Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

8. Transition

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We make available to selected pupils a Transition Programme to address their specific needs.

We have good communicative relationships with local senior schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils come back to talk to the current Year 6 about what secondary school is like.

9. Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

10. Physical Contact With Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in CPOMS/ Surrey template by staff involved as soon as possible after the incident and copies will be given to the class teacher and headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (January 2018), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

11. Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the

person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation.

12. Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. **The school will report behaviour, appropriate and inappropriate, to parent/carers regularly.** Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

13. Recording Incidents

Incidents will be recorded if the use of force has been applied. A log will also be kept when an incident has occurred which has resulted in personal injury, damage to property of a serious nature, or when a pupil has been searched. A pastoral folder is in place in each class to record such incidents for those staff who do not have access to CPOMS. The senior midday supervisor maintains a pastoral folder. The Headteacher also maintains a pastoral folder.

14. Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

15. Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

16. Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Statutory guidance (September 2017). Policies and Guidance are available from the school office and/or on the school website.

17. Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and e-safety policies; copies of which can be obtained from the school office or on the school's website.

Anti-Bullying Policy

At Oakfield we aim to provide a happy, supportive and safe environment for all children. Everyone has a right to feel safe at school. If the unhappiness is being caused by the unreasonable actions of another person or group of people, then bullying may be occurring. At Oakfield bullying is completely unacceptable and will not be tolerated. This policy sets out how we deal with bullying in its various forms.

Aims

- To define what we mean by 'bullying'
- To raise awareness of the issues in the school community.
- To set out clearly how incidents of bullying, whether suspected or confirmed, will be addressed.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. It might be motivated by actual differences between children, or perceived differences. Bullying is an anti-social behaviour. We seek to respond in a way that improves behaviour and safe-guards the rights of all our children to feel safe and secure.

There are many definitions of bullying but most consider it to be:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

Experience tells us that children are bullied for many different reasons. However, at Oakfield, we believe that bullying is never acceptable and will not tolerate any form of prejudice within the school grounds or in environments where school policy can be enforced. Bullying is often driven by prejudice relating to factors including:

- Sex
- Disability
- SEN
- Religion/Beliefs
- Race
- Sexual orientation
- Gender
- Care

Bullying can take many forms, but the main types are:

- Physical – hitting, kicking and taking belongings
- Verbal – name calling insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber – being subjected to verbal or indirect bullying through e-mail or social media. Our E-safety policy outlines how we strive to keep our children safe

Procedures to follow

Prevention is always better than cure. A lot of bullying can be avoided by raising awareness. This is done in class and in assembly. However when bullying does occur intervention is essential. All cases of bullying should be reported to the Headteacher at the earliest opportunity.

Appendix A contains details of strategies which have been used successfully elsewhere. It would be wrong to concentrate on just one strategy as 'one size fits all' approaches seldom work for any length of time. At Oakfield we will use the strategy which we feel is most likely to succeed. All incidents of bullying and the strategies employed will be recorded by the Headteacher.

Intervention techniques

Five key points:

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth.
- Adopt a problem solving approach which moves pupils on from justifying themselves.
- Follow up repeatedly, checking that bullying has not resumed.

In cases of repeated bullying when the bully has been warned and prevention strategies employed without long term success or when violence has been used repeatedly against a victim or victims, fixed term and if necessary permanent exclusion will be used.

18. Relationship With Other School Policies

This policy must be read in conjunction with the school's Attendance, Complaints, Safeguarding Child Protection, Equality Policy & Scheme & Accessibility Plan, E-safety, Exclusion, Administration of Medicines, Teaching and Learning, SEND, Personal, Social, Health and Economic (PSHE), Relationships and Sex Education (RSE) Policies, as well as the Home-School Agreement.

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and governors. It will be available from the school office as well as through the school's website.

19. Supporting Documents

As well as the policies and documents referred to within this policy, the following documents have been used in order to provide compulsory and legal guidelines for managing behaviour in school.

Behaviour:

- Behaviour and Discipline in Schools. Advice for head teachers and school staff. January 2016
- The Education Act 2011
- Education and Inspections Act 2006
- Use of Reasonable Force. Advice for head teachers, staff and governing bodies. July 2013
- Screening, Searching and Confiscation. January 2018
- The Equality Act 2010
- Surrey Staff policy and guidance for touch and the use of restrictive physical intervention when working with children and young people
- Exclusions Statutory guidance (September 2017)

Anti-Bullying:

- Preventing and Tackling Bullying Advice for head teachers, staff and governing bodies July 2017
- Support for children and young people being bullied March 2014
- Advice and Support Child Safety Online: A practical guide for parents and carers whose children are using social media February 2016
- Surrey County Council 'Guidelines for developing Anti-Bullying Policy and Practice' available at www.surreycc.gov.uk

21. Record of Amendments

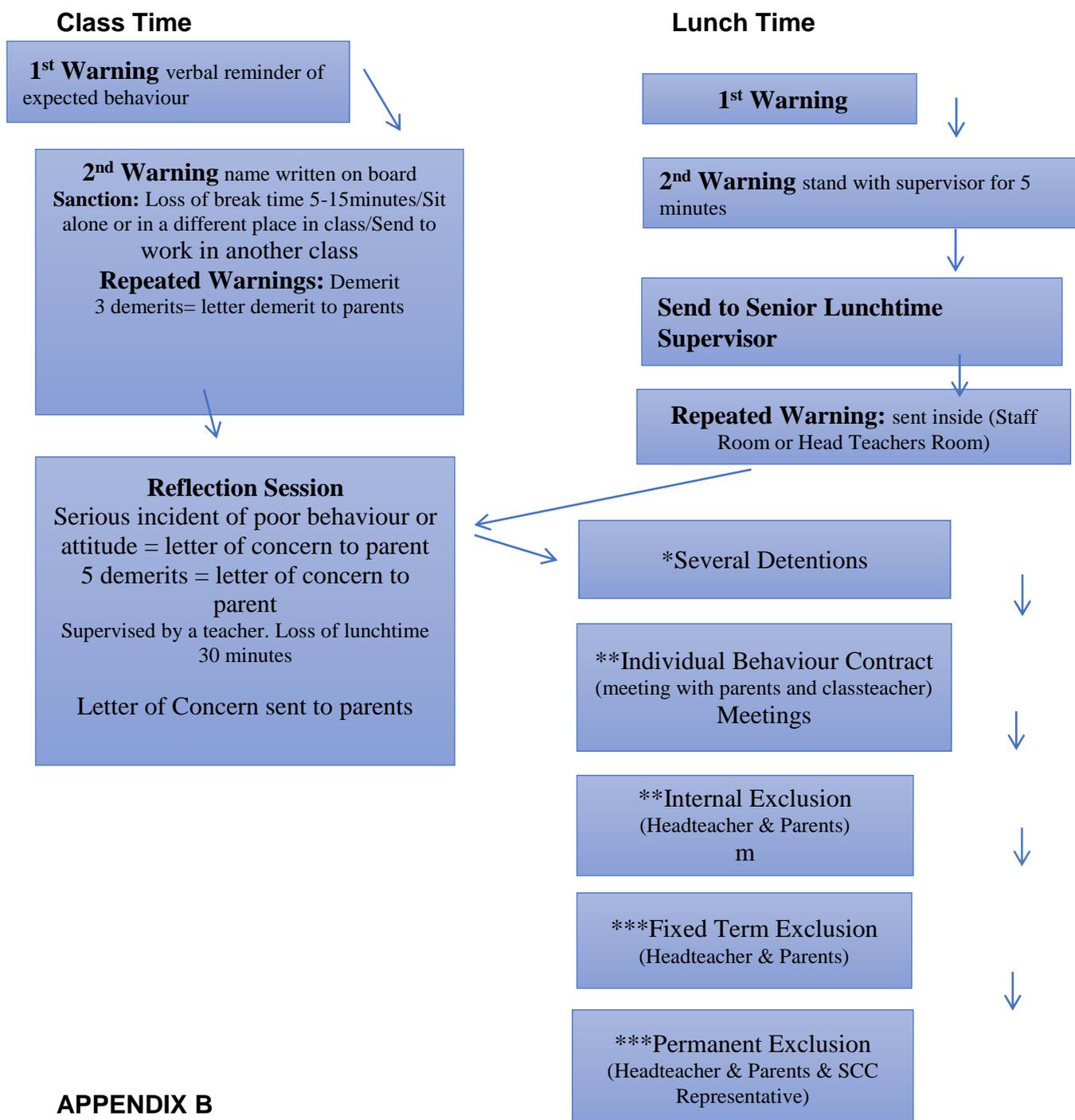
Revised and Reviewed March 2016
Reviewed Spring 2017
Reviewed Autumn 2018
Reviewed Autumn 2019

Mrs Gillian Ward: Chair of governors
 Mrs Willemse: Headteacher
 Mrs Buckler: Co-ordinator for PSHE

APPENDIX A

For repeated incidents of poor behaviour and attitude (5 de-merits) or more serious incidents of poor behaviour and attitude pupils will be expected to attend a lunchtime reflection session (12:30-1:00) which will be supervised by a teacher. During the session pupils will be asked to complete a reflection sheet and will be reminded of our Oakfield Golden Rules. All serious incidents of behaviour and attitude will be recorded on CPOMS

SANCTION FLOW CHART



APPENDIX B

ANTI-BULLYING STRATEGIES

Through assemblies, circle time and PSHE (personal, social health and economic education) lessons and a child friendly anti-bullying policy we teach children that everyone is responsible for the well-being of others in the school community. Unkind and thoughtless behaviour is not acceptable. To develop our effectiveness as a caring school we teach children to:

- Develop positive relationships with other children.
- Understand their own and other's experiences or feelings.
- Learn to express their own feelings.
- Learn to respond to the feelings of others.
- Handle conflict.
- Avoid confrontational arguments.

Choosing strategies for reducing bullying

The following paragraphs list some of the **key strategies** schools have used to prevent or reduce bullying; they might not remain appropriate if there has been violence and **tougher measures** will then be needed.

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view ·
- be more tolerant of others and more willing to listen ·
- trust those of the opposite gender and those from other ethnic groups ·
- become better integrated into the peer group

Children work together on shared tasks, involving co-operation and individual accountability. For example, groups of pupils in 'expert' groups research aspects of a topic. The 'experts' then return to the 'home' group to instruct one another and produce a joint piece of work. In a final plenary session, children are debriefed about the task that they have just done, or the way in which they have worked together, or both. Variants include trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play and simulations. All share some essential aspects:

- pupils work together and help one another, managing conflicts within the group · there are tasks needing a group effort · children share information and divide work towards common goals · roles vary within groups: leading, minuting, problem-solving, tidying up · working together as colleagues, relationships sometimes develop into real friendships.

Jigsaw Time

Time is set aside during Personal, Social, Health and Economic (PSHE) lessons for teachers and pupils to take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed session usually spreads into other areas of class activity. Jigsaw Time:

- creates a safe space to explore issues of concern · explores relationships with adults and peers · enhances effective communication · affirms the strengths and enhances the self-esteem of each member

Jigsaw Time occurs, at the beginning or end of a session. Participants listen carefully to each other and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules which encourage the group to:

- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach

Putting this method into practice needs good organisation and links to other anti-bullying strategies.

Circles of Friends

Sometimes known as 'Circles of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil and the parents, whose agreement and support are essential. Circles aim to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour

The class meets with an experienced staff member e.g. SENDco who explains it is unusual to talk in this way about a pupil who is not present, but making clear that the pupil has agreed to the discussion. The class then:

- describe the pupil - only *positive* things may be said
- list things about the pupil that they find difficult
- discuss how *they* would feel and behave if they were isolated or socially excluded
- consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks '*What do we like and value about this person?*' and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping the pupil which are recorded and then prioritised. Finally, circle members come up with a name for their group, and subsequent weekly meetings of 30 to 40 minutes are set up. Training is essential.

Buddy System

The Buddy System involves assigning selected pupil volunteers to 'be with' or 'buddy' peers whom teachers have referred. Buddies:

- need friendly personal qualities
- give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- run school clubs offering companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty - for example bereavement - perhaps setting up a support group

The buddied pupil feel more positive about themselves having had someone to talk to about their problems. Buddies feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Buddies need training in active listening, assertiveness and leadership. Experienced staff support this process.

The Support Group Approach

A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

- the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part;
- with the victim's agreement, their own feelings are communicated to the group.

The facilitator makes clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action;

- each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

Mediation by Adults

Class teachers or Headteacher

Methods focus on pupils who have been bullying others regularly for some time, *as well as* those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. There is a simple script available:

- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first - get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive - chat supportively with the bullied pupil - helping them to understand how to change

if thought to have 'provoked' the bullying - check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying - check whether the bullying starts again or targets another pupil - if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or a change of class

The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, including firm disciplinary ones.

Emotional & Social Support

Pupils who have been identified as needing support can access support from the school ELSA (emotional literacy support assistant) & Thrive practitioner. The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development.