



Behaviour and Anti-Bullying Policy

Aims

- To create a calm and peaceful atmosphere where children are happy and able to thrive and learn.
- To create an environment which encourages and reinforces good behaviour based on mutual respect across the school community.
- To promote high self-esteem, self-discipline and positive relationships.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To lead, guide and direct our pupils to own and be responsible for their own behaviour in the context of respecting the rights of others,
- To ensure that all children and adults feel safe.
- To ensure that the school's expectations and strategies are widely known and understood within the school community.

Rationale

At our school we believe that every child should feel safe, secure and happy in school and in all school activities. Our Mission Statement and Values sit alongside our Behaviour Policy. Our Behaviour Policy tells us how to establish a social and learning environment which secures these rights. Good behaviour is essential for effective learning, good relationships and an orderly school community. There are incentives, rewards and recognition for a wide range of academic and non-academic achievements. Opportunities are sought for rewarding all children for good behaviour. Consequences are incurred for poor behaviour. (A clear distinction is made between the behaviour and the person – it is the behaviour that is unacceptable.) Sanctions are fair, fitting and firm; this does not mean they are inflexible. The behaviour is not the problem but the problem causing the behaviour.

Responsibilities

- Children have a responsibility for their own behaviour. They must respect the rights and feelings of others.
- Adults have a responsibility for establishing and maintaining an environment in which children are healthy, safe, happy, well-behaved and able to work hard to achieve their best.
- All adults in school are required to follow these principles and to be good role models for the children.
- The emphasis should be on expecting, noticing, and praising positive behaviour.

The Curriculum and Learning

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. For this to happen the school must provide an education where:

- Planning meets the needs of all children
- Pupils are actively engaged in their own learning and receive structured feedback so

- that they know their efforts are valued and progress matters
- Lessons should have clear objectives, understood by the children and differentiated to meet the needs of children and different abilities
 - Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
 - Pupils should be encouraged to take risks with their learning in an environment where everyone acknowledges that you can learn from your mistakes
 - Classrooms should be organised to develop independence and personal initiative.
 - Furniture should be arranged to provide an environments conducive to on-task behaviour.
 - Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
 - Displays should help develop self-esteem through demonstrating the value of every individual's contribution, as well as developing the independent learning – Learning Walls. Overall the classroom should provide a welcoming environment.
 - Praise should be used to encourage good behaviour and work
 - The SEAL programme and school values are used to support children with their emotional literacy and as a strategy to develop positive behaviour.

Rules and procedures

Whole School Rules

At St Barnabas' we try to be the best we can be.

- We tell the truth.
- We follow instructions.
- We are polite.
- We make good choices about the way we behave.

'Love your neighbour as you love yourself.' Matthew 22:39

The school rules are referred to regularly.

Class rules

Class rules and procedures should be put in place through a process of discussion and negotiation with the children to agree how they can achieve acceptable standards of behaviour.

Class rules and procedures

- Be kept to the a necessary minimum
- Be positively stated, telling children what to do not what not to do
- Actively engage everyone in the development
- Be consistently applied and enforced
- Allow for time to reflect on the impact of the rules
- Promote the idea that every member of the school has responsibilities towards the whole
- To be displayed in the classroom in a format that is accessible to the children in the class.

Management Systems

- Whole school – Adult to raise their hand (Symbolises - give me 5 – good sitting/standing, good listening, sit silently, look to the teacher and brains ready to learn).

- In class –Adult to raise their hand (Symbolises - give me 5 – good sitting/standing, good listening, sit silently, look to the teacher and brains ready to learn), additional actions may be used a clapping pattern, call and respond, counting down....

Rewards

Our emphasis is on positive reinforcement of good behaviour. This is achieved through:

- Praise, informal and formal, public and private to individuals and groups.
- Pupils are encouraged to recognise and praise each other for good behaviour
- Gold Book for making good choices about their behaviour and are used to model school expectations.
- Individual class systems, such as marbles in a jar, certificates, star of the week, a short break outside, learner of the week, citizen of the week – let people that cover your class know your system.
- Some children benefit from an individual reward system which will be agreed with the teacher, parents/carers and sometimes the SENCo or Psychotherapist.

Consequences

Consequences are used to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Behaviour that removes the teacher's right to teach and the children's right to learn, that remove other's right to safety or respect will result in a consequence. If a child is choosing to not follow a rule they will be offered a choice of following the rule or accepting the consequence which will be explained clearly. If a child makes a wrong choice the consequence must be carried out. Children can fill in a reflection sheet, **appendix 5**.

Where disruptive or aggressive behaviour is frequent sanctions alone may be ineffective. In such cases careful evaluation of the child needs to be made. This may include an assessment using a Common Assessment Framework (CAF) and then a Team around the Child (TAC). It may also involve a review of the curriculum on offer, classroom management and organisation and whole school procedures. Additional support from the Educational Psychologist or Behaviour Support Service may be necessary.

Preventing low level behaviour

Headstart – children that need support to go in first at playtime, to go to lunch first, to be prepared first

- Praise good behaviour
- Constant modelling of acceptable behaviour
- Getting alongside a child to stop behaviour escalating
- Reminder at the start of the day/session of the expectation
- Change of seating
- Possible (informal) contact with parents by teacher

Managing Behaviour

Clear expectations, preventative strategies, then a system of warnings and consequence.

Steps

1. Warning – you have a chance to change your behaviour
2. Warning – your last reminder to make a change
3. You know your consequence – 5 minutes missed from playtime or lunchtime. Timeout in

the classroom for 5 minutes. Doing a job for 5 minutes. With younger children an immediate consequence often works better rather than delaying it to playtime e.g. timeout in the classroom.

4. If it still continues the child will be moved to another classroom with a pack of work. Year 3 and Year 4 to Year 6, Year 1 and Year 2 to each other, Year 5 to Year 2.
5. Parents/carers should be informed.

Children often need time to calm down after an incident. Try giving children space to do this. Confrontation will only escalate the behaviour. Remember to take a mental and physical step back when in a confrontational situation.

Teachers need to manage the behaviour with the TA. **Appendix 4** gives guidance for TAs and **appendix 5** sets out Ofsted's expectations.

The SENCo, Psychotherapist, KS Co-ordinator, previous teacher, Headteacher can offer advice.

Unacceptable behaviour

- A children being rude to any adult will result in immediate lunchtime payback

The following incidents may result in an instant red card to be taken to the headteacher and the child will be removed from the class.

- Any child deliberately causing harm to another person
- Refusal to follow instructions from a member of staff
- A child losing control of their behaviour.
- Parents contacted and meeting will take place with the HT, class teacher, pupil and SENCo or Psychotherapist, to plan support for the child.
- Child to write apology and miss some playtime/lunchtime.
- Individual behaviour plan put in place.

Extreme Behaviour

In the case of a child exhibiting extreme behaviour the school would consider an internal or fixed term exclusion.

Recording behaviour

- Class daily record sheets – see **appendix 1**. Class teacher keeps these securely in the classroom and they are monitored by SMT.
- Individual sheet for behaviour when it has escalated and child sent to Headteacher– see **appendix 2**. Copies of these forms should be handed in to the Headteacher.

Restraining pupils

- If a child needs to be removed from the class and has to be physically restrained an individual behaviour sheet must be completed and parents informed **appendix 2** and member of staff needs to fill in a physical and verbal abuse form. Staff will follow the Team Teach guidance and will regularly rehearse the moves.

Playtime and Lunchtime Behaviour

Playtime

- School rules are followed
- The staff on duty are expected to be vigilant and monitor behaviour to prevent it escalating.

- Praise good behaviour
- A range of equipment should be available for the children and staff will promote play activities

Rewards

- Stickers
- Gold Book

When behaviour is an issue

- Remind pupil/pupils of expectations
- Give a choice and consequence
- Follow through with the consequence – this will usually be time out, the child walks with the member of staff or sits at the bench
- Teacher informed if necessary
- Behaviour record sheet filled in see **appendix 3**
- If behaviour escalates involve the Lead Lunchtime Supervisor who will then involve the Headteacher or Senior Management Team a behaviour sheet must be completed.

Management of lunchtime behaviour

- Children to be trained to line up quietly at the hatch
- Children trained to remember to say please and thank you to the lunchtime staff that serve the food.
- Children to stay seated in the dining hall and raise their hand if they need help.
- Children to go out to play via KS1 door or the end door of the KS2 corridor. Monitors to let children in to go to the toilet.
- 2 minute warning to be sent before the end of lunchtime to the staffroom
- When the bell goes at the end of playtime all children to line up in their allocated places, children that struggle with this to be given a timely reminder that the bell is about to go.

Problem solving – for those times when you don't know what to do.

- **READY** Are you calm enough to think clearly? Use your best calming down tricks
- **STEADY** How are you feeling? What are you feeling? How would you like things to be different?
- **SET A GOAL** What are all the different things you can do? Which would be best? Make a plan
- **GO** Try out your ideas!
- **REPLAY IN SLOW MOTION** – Think about how you did it. Check if things are okay

Wet Playtime/Lunchtime

- Children to stay in their classroom
- Teachers to ensure children know what they can play with.
- Children to follow school rules.
- KS1 and FSU to have at least one adult in the classroom and KS2 to have an adult between two classes.

School behaviour

Behaviour during Collective Worship

- Teachers prepare the children and settle them before leaving the classroom for Collective Worship, including separating disruptive children.
- Once in the hall teachers ensure children are settled and silently seated.

- During Collective Worship children should listen and participate appropriately.
- When leaving Collective Worship children should walk out silently including along the corridors.
- Teachers and TAs responsible for the behaviour of pupils throughout Collective Worship.

Behaviour Outside school, trips, Forest School and swimming.

- Teachers to raise their hands to get attention and children to raise their hand in response.
- Children to follow instructions at all times.
- If children struggling they should be by an adult.
- If children unable to behave their parents will be informed. In exceptional circumstances they will be collected by the school and returned to school, they will not take part in the next school trip. Decisions like this will be made with the class teacher and Headteacher.

Rules for Health and Safety

- If a child has their ear(s) pierced only discreet studs should be worn at school and should be covered in PE or removed.
- Walk in around the school building at all times. All staff are expected to remind children of the rule if they are caught running in the corridor.
- Dismount from your bike, scooter, skateboard or skates before you enter the school premises and at the end of the day.

Role of Parents/carers

Clear communication and positive relationships with parents/carers are crucial in promoting and maintaining high standards of behaviour. To ensure that communication is good and that pupils that need support with their behaviour are being supported, these steps will be followed by staff:

- The behaviour policy will be available on the website and in the policy folder in the entrance foyer
- Parents and carers are required to sign a Home School Agreement when the child starts the school. This document includes the school rules.
- Where behaviour is causing a concern, parents/carers will be informed and strategies will be discussed with the class teacher and if required the Headteacher, SENCo and Psychotherapist.
- If it is required a personalised intervention will be put in place for a child.
- If it is required outside agencies will be involved.

Role of Governors

- Governors will monitor behaviour records once a year in the Teaching and Learning Committee Meetings

Anti – Bullying Policy

We acknowledge that bullying can happen in schools and the seriousness of all forms of bullying and the damaging impact it can have on those involved. We recognise the value of talking about bullying and of equipping children with strategies for dealing with bullying behaviour should they encounter it.

Definition

Bullying is defined by the DfE as 'behaviour by an individual or group, usually repeated over

time, that intentionally hurts another individual or group either physically or emotionally'

See <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Bullying may be:

Physical: hitting, bumping into, kicking, taking or hiding or damaging belongings

Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying.

Emotional being intentionally unfriendly, excluding tormenting looks, spreading rumours.

Cyber email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying may relate to:

Race or colour, religion or belief or culture see

Special education needs (SEN) or disabilities.

Appearance or health conditions.

Bullying related to sexual orientation.

Bullying of young carers or looked-after children or otherwise related to home circumstances.

Gender, sexist or sexual bullying.

Cared for children.

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 they should investigate if a child:

is unwilling to go to school;

Becomes withdrawn, anxious or lacking in confidence;

Starts stammering;

Attempts or threatens self-harm;

Cries them self to sleep at night or has nightmares/ bedwetting;

Regularly feels ill in the morning;

Begins to do poorly in school work;

Comes home with clothes torn or books damaged;

Has possessions go missing;

Has unexplained cuts and bruises;

Stops eating;

We work hard to Stop Bullying:

- We tell our pupils that if they are bullied or see someone else being bullied they should tell the person to stop.
- We tell our pupils that if they are bullied or see someone else being bullied they must always tell an adult. This is NOT telling tales.
- We always take complaints of bullying seriously and act promptly.
- Our first aim is to protect the target; our second is to stop the bullying behaviour.

Guiding Principles

- All pupils have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to speak if bullying occurs.
- All complaints of bullying will be treated seriously and will be acted upon in accordance with the practice agreed by the whole school community.
- All complaints of bullying will be taken seriously
- Where racial abuse is suspected staff should also refer to our Race Relations and Equal Opportunities Policy.
- Assemblies will be used, where appropriate, to reinforce the fact that bullying behaviour will not be tolerated and children will be taught what to do.
- All members of the school community will be informed what to do and who to go to, should they observe incidents of bullying or have it

Strategies for supporting pupils involved

Any reported incident of bullying will be referred initially to the class teacher who will inform the head teacher.

The class teacher will meet with those involved and record the details and establish whether the situation described falls within the school's definition of bullying.

The target should will be comforted and reassured.

Where necessary the target should be removed from perceived or actual danger

Inform the Headteacher that an incident of bullying has been reported. A record of all reported incidents will be maintained by Headteacher/class teacher.

Bearing in mind the principle that it is the behaviour, not the child, which is unacceptable, it is important that the protagonist is given fair opportunity to end their actions, and is supported in their efforts to do so.

The teacher may choose to meet those involved either individually or together and may also talk to onlookers.: If the incidents of bullying stop immediately, no further action will be taken .although meetings may continue The teacher should explain how upset the target is feeling and ask the protagonist to reflect on their behaviour.

If bullying continues parents will be informed of the situation and a meeting arranged and the appropriate options explored. This may include exclusion

Children with emotional and behavioural difficulties will have additional support. (Please refer to the St. Barnabas Primary School SEN Policy.

Further guidance can be found in Oxfordshire guidance "Dealing with Prejudice-Related Incidents and Prejudice-Related Bullying" March 2014 which can be accessed in the policy

Staff

- The whole school community is clear about the anti-bullying stance the school takes

- They develop whole-school policies which meet the law and school inspection requirements
- They promote a school climate where bullying and violence are not tolerated and cannot flourish.
- They continually develop best practice based on knowledge of what works
- There is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary;
- Curriculum opportunities are used to address bullying
- Data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation

For Parents

- They should be clear that the school does not tolerate bullying;
- They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;

Role of Governors

Monitoring and evaluating the effectiveness of the anti-bullying measures which have been put in place(may be assigned to a lead governor)

The procedures for dealing with bullying (as described) have been agreed through consultation with staff, governors, parents and children

Policy agreed October 2016 with staff and Governors



Appendix 2

Behaviour Form (to be kept in HT office)

Pupil	
Class	
Date	
Member of staff reporting behaviour	
What is the behaviour issue? Member of staff and pupil need to explain.	
What was the reason behind the behaviour? Staff and pupil may have a view on this.	
Consequence	
Parent informed Yes/ No	
Parent Comment and signature	
Follow up actions – discuss with the child what they need to support them. Assess if pupil needs additional support.	
Headteacher/ member of staff completing the form - signature	

Behaviour Management from a TA perspective
~ Core Strategies

Communicating:

- ✚ **with parents** Try to catch up with a parent or carer at the start of the day. How has the previous evening gone? How is the morning so far? Have they eaten? This will inform your approaches to behaviour management for that child. Communicate with the parent at the end of the day to share successes and concerns.
If meetings are not possible, find other ways; for example emails, a phone call or text, a note book. Share successful strategies and terminology
- ✚ **with teacher** Establish signals or key words and phrases which ensure that you work effectively as a team in managing behaviour.
Ensure there is consistency and that you are mindful of the needs of the class, individuals and the adults in potentially distracting or stressful situations.
- ✚ **with other adults** List a maximum of five bullet points which are key to managing a child's behaviour. Record these on a laminated card so that an adult stepping into your role at short notice, has this invaluable information immediately

Building a relationship with the child

- ✚ Try to find out about the child's interests or areas of common ground. If possible share some enjoyable activities such as Forest School so that you have positive experiences to build upon.
- ✚ Greet the child with a smile and comment that relates to them personally so that you establish good relations every day.
- ✚ Make sure you know enough about the child's circumstances to be able to provide effective support. Try to find out the reasons behind behaviour ie what is the child actually communicating. 'I understand you feel you can't deal with this, but we need to find a way....'
- ✚ Build trust
- ✚ Try to develop a shared sense of humour with the child because moments of fun are key to learning
- ✚ Actively listen to the child and express understanding. Acknowledge the problem 'I understand you feel frustrated but together we need to....'
- ✚ Tell the child about changes when appropriate, for example if you are going to be away on a course. Reassure them that when they move to a new class you will still see them in school
- ✚ Catch the child behaving well and praise quietly. Try to focus on a positive for example 'that's a shame you are kicking the table because I was about to say how well you had just tackled a really tricky problem'
- ✚ Give of yourself for example 'I struggle with this and shall I tell you what I do?'
- ✚ Find time to share the ups and downs of working with the child, with colleagues

Giving the child a feeling of ownership and control

- ✚ Share a written or picture timetable for the day or session. Work in chunks of time the child can cope with
- ✚ Give choice and use the 'Now and Then' strategy; for example 'now we will do phonics for 10 minutes, then we will do your choice of looking for objects outside'

- ✚ Explain choices and consequences

Communicating with the child in difficult situations

- ✚ When appropriate bend down to the child's level.
- ✚ Use age appropriate language
- ✚ Stay calm. Keep your voice low, slow and calm in tone. Maintain relaxed body language
- ✚ Use 'I' statements. With certain children it is useful if a pattern of statements is used consistently by all adults. 'I've just seen; repeat; I would like you to listen; I think we need to go inside'. Then turn and walk in. If this type of system is used consistently the child will invariably follow you
- ✚ Ensure you understand the school's behaviour policy and implement it in a fair and consistent manner
- ✚ Refer to behaviour displays especially those which are concise and child friendly such as 5 key behaviour rules on a 'high five hand'

Calming down

- ✚ If tensions are rising or children are becoming distracted, have a 'moving break'.
- ✚ Establish a cooling off zone or time out area
- ✚ Devise school strategies for supporting children who struggle with playtimes especially the lunch break. For example a lunch club for eating in a calm environment with good role models and playing some indoor sharing games. As coping strategies increase, children can spend longer each day outside at playtimes
- ✚ Use 'fidget toys' for children who struggle to maintain focus during carpet sessions

Introduce self-calming methods such as deep breaths so that the child develops their own coping strategies.

Appendix 5

Ofsted grade descriptors: Personal development, behaviour and welfare



The following grade criteria were accessed from the [School Inspection Handbook](#), as published **in their final version on August 28th** for use in **September**

2015. (See:<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>)

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.

- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.



Appendix 6 **Time out to have a think – draw or write in the bubbles**

Present



Future

