

Behaviour Policy

(Restorative Practice)



Implemented September 2013 and revised annually
Amendments made due to COVID-19 – Sept 2020

Signed: Fr David Potter **Chair of Governors**

Date of next review: **SUMMER Term 2020/21**

Our Mission Statement underpins our school's ethos and through it we aim to encourage positive attitudes and celebrate positive role models throughout our whole school community.

Trusting in God – we love, believe & achieve



Through our values we aim to foster behaviour which helps to create a school where being gentle, kind, honest, hardworking and careful is valued by our whole school community.

BE GENTLE & KIND
BE HONEST
BE HELPFUL
LISTEN CAREFULLY
LOOK AFTER PROPERTY
WORK HARD
DO OUR BEST

Introduction:

At St Brigid's Catholic Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, culture, gender, disability, special educational needs or socio-economic status.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our whole school community. It is underpinned by a Restorative Practice philosophy which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships.

Our school embraces Restorative Practice as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children.

Restorative Practice Philosophy Statement:

Effective Restorative Practice fosters an awareness of how others have been affected by unacceptable behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the behaviour not the wrongdoer. This allows the wrongdoer to make amends for the harm they have caused.



Aims of this Policy:

- To build our school community by working in partnership to promote our school Core Values and follow our Golden Rules
- To support a shared ethos that promotes positive relationships
- To encourage all stakeholders to see themselves as members of our school community and recognise the responsibility that they have in making our school a happy place for everyone
- To ensure whole school positive behaviour expectations are clearly communicated and modelled by all stakeholders, and that children are rewarded for behaving well through consistent use of the Rewards
- To ensure challenging behaviours and conflict are dealt with restoratively and that the 'wrongdoer' is held accountable for their behaviour



This Behaviour Policy will:

- Improve behaviour and attitudes
- Provide explicit approaches to manage challenging behaviour, resolve conflict and repair harm
- Improve relationships, establish rights, accountabilities and responsibilities for the whole school community
- Provide a safe basis for staff, children and parents to share ideas and discuss issues in a way that supports our school Mission Statement

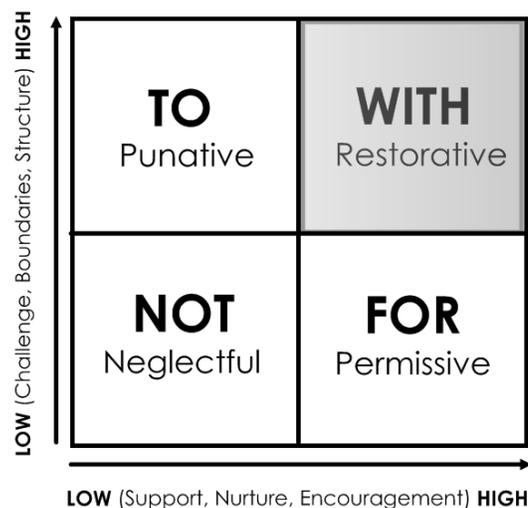
As a Restorative School we aim to use the following principles explicitly:

Restorative Practice principles:

1. Social Discipline Window
2. Affective Statements
3. Fair Process
4. Restorative Questions
5. Restorative Practice Continuum

All of these principles are underpinned by the process of working **WITH PEOPLE**.

1. Social Discipline Window



Wherever possible we should try to work in the ‘**with box**’, offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always be positive and respectful role models to the children.

2. Affective Statements – examples may include:

- I was very disappointed when you.....
- I am upset by what has just happened because.....
- I feel that the work we have done together has been wasted through your actions.
- I feel that (describe action) was very disrespectful.
- I feel disrespected when you ignore me.
- I am sorry that I misunderstood the situation
- I felt really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.
- I want to thank you for your cooperation.

3. Fair Process

Engagement – involving all participants in the process

Explanation – shared understanding

Expectation Clarity – clear vision for the future

4. Restorative Questions

The Wrongdoer:

- What happened? Then? Before?
- How did you feel? Now?
- Who has been affected?
- What do you think needs to happen next?

The Harmed Person:

- What happened? Then? Before?
- How did you feel? Now?
- How has this affected you?
- What do you think needs to happen next?

5. Restorative Practice Continuum

At St Brigid's Catholic Primary School we believe it is best to do things **WITH PEOPLE**. Wherever possible the use of fair process and responses to challenging behaviour should involve building relationships and repairing harm between the harmed person and the wrongdoer:



Much of the work carried out to address challenging behaviour or conflict should be accomplished by working at the informal end of this spectrum.



Behaviour for Learning in Action:

At St Brigid's Catholic Primary School we promote Restorative Practice through –

- Use of Visual Check Ins in each class to promote Emotional Intelligence
- Use of timetabled class Check In and Check Out Circles (**Appendix 3**) to create equality and connection
- A designated Restorative Practice area in each classroom to promote key ideas and provide children with a space to reflect
- Check Ins and Check Outs in Staff Meetings / Briefings
- Development of Emotional Intelligence through Assemblies

- Restorative Practice behaviours promoted by School Councillors and Team Captains/Vice Captains
- Use of role models / pupil support within classes to encourage positive reminders of school Core Values and the Golden Rules



Rewards Pathway

At St Brigid's Catholic Primary School we strongly believe that rewards encourage children to repeat positive behaviours because they have pleasant outcomes. Rewards contribute to children's self esteem which nurtures their emotional, social and academic development. Rewards help to build the positive relationships between staff and children that we wish to promote in our school community, resulting in a friendly, happy place to work in and learn.

Assemblies

Awards Assembly

Once a week we have our whole school Awards Assembly where staff and children celebrate those who have displayed good behaviour and special achievements over the week.

Class Assemblies

Throughout the year, each class celebrates with a religious class assembly or service to which ALL parents/carers, grandparents and friends are invited (refer to 'Come & See' termly overview).

Masses & Services

We celebrate Mass as a school community at the beginning of each term and on other special occasions (refer to 'Come & See' termly overview).

Golden Time

30 minutes of Golden Time is awarded to all children at the beginning of each week. Golden time is a timetabled reward time which takes place in all classes from **Year 1-6** on a Friday afternoon. During this time children are offered a range of activities such as sports, art, music, ICT, dance, board games, colouring competitions, class disco etc.



Sanctions

For 'low level' challenging behaviour or conflict (**Appendix 4**) that may occur in class, around school or at lunchtime the following verbal reminders from staff should be sufficient to correct the behaviour:

- Use of an Affective Statement – " I feel disappointed that you...." (See 2. Affective Statements)
- A reminder of school expectations e.g. reminding child of class rules or Golden Rules
- A clarification of why the behaviour is unacceptable and reminding the child of our school Sanctions Pathway

All incidents will be dealt with in a restorative manner even if the challenging behaviour / conflict continues OR there is a Serious Behaviour Incident. **Appendix 2** sets out hierarchical steps of accountability for the 'wrongdoer'. In following the principles of Fair Process and using Restorative questioning the harmed person

and the wrongdoer are included in determining the appropriate sanction on the Sanction Pathway when they decide 'What needs to happen next?' (See 4. Restorative Questions).

Serious Behaviour Incidents should be logged in the class Incident Book and reported to the Headteacher.



Lunchtime Behaviour

Our Welfare Staff are key to ensuring that Restorative Practice approaches are maintained during lunchtime, providing our children with clear and consistent approaches to behaviour. They should model school Mission Statement and foster the school's values when interacting with the children.

Children who demonstrate challenging behaviour or conflict during lunchtime will be dealt with restoratively by our Welfare Staff. This will then be communicated to the child and then the class teacher at the end of lunchtime.

In the event of a Serious Behaviour Incident a member of the welfare staff should seek support from the Learning Mentor and/or SMT to work through the Restorative process with those children involved.



Working in partnership:

It is the responsibility of the class teacher to consult with the Learning Mentor (in the first instance) where Restorative Practice principles do not result in improved behaviour in a child and the child continues to display behaviours that result in them being sanctioned.

An individualised programme may need to be established for such a child. Possible support may include:

Learning Mentor

- Group work
- 1:1 sessions
- Referral to Children's Services
- Referral to Family Support Programmes / Workers

SENCo

- Establish Individual Behaviour Plan (IBP)
- Inclusion on Planning and Review Agenda (termly)
- Referral to external partner: Access & Inclusion Team; Educational Psychologist; Camhs etc.
- Establish a Personalised Education Plan (PEP)
- Establish a CAF

In the most severe cases of challenging behaviour or conflict the Headteacher may, in conjunction with the Chair of Governors, make the decision to exclude a child. When this is the case the Headteacher will work within the local authority guidelines and with full consultation with the parent/carer. Exclusions will always be a 'last resort' and should be seen as the first step in establishing an intensive support programme to enable the child to achieve greater success upon their return to school.

POSITIVE HANDLING:

Children have a right to learn and teachers have a right to teach in an environment free from challenging behaviour. Staff at St Brigid's have been trained by Team Teach professionals (accredited by B.I.L.D. – British Institute for Learning Disabilities) in positive handling techniques to be used in instances of extreme challenging behaviour.

If Positive Handling is used, a senior member of staff must be informed, a written account of events recorded and parents must always be informed.

Staff must NOT use positive handling:

- as a form of punishment
- in isolation – positive restraint techniques should only be deployed when **2 or more members of staff are present.**
- before explaining to the child what is going to happen and why.

We acknowledge that reasonable adjustments may need to be made for children in our school with disabilities or SEN (refer to the Positive Handling Policy).

The effectiveness of this Behaviour Policy will be measured by:

- Termly monitoring of Class Incident Books and additional information:
i.e. Loss of Golden Time/ class exclusions /Report Card / Home-School books
- Staff/pupil/parent questionnaires
- Pass Data

Class teachers should ensure that they follow 'Guidance for implementing Behaviour for Learning' (**Appendix**)

Appendix 1 – Rewards Examples

Appendix 2 – Sanctions Examples

Appendix 3 – Check In Circle Examples

Appendix 4 – Levels of Behaviour

Appendix 1 – Rewards Pathway

Reward Pathway



Praise



Stickers and stamps



Class Reward System



Team Points



Golden Time



Pupil of Week / Good Behaviour Award



Good news items in newsletter



Letter home to parents



Visit to the Head

Appendix 2 – Sanctions Pathway

Sanctions Pathway

LOW LEVEL BEHAVIOURS:



Use of Affective Statement



Reminder of class/Golden Rule expectations



Change of position within the learning environment



Warning of further sanctions on Pathway



CONTINUED CHALLENGING BEHAVIOUR/SERIOUS BEHAVIOUR:



Removal of privilege



Speak to parent at hometime



Green Report Card



Send to Senior Manager



Amber Report Card



Send to Head



Red Report Card

Appendix 3 – Check In Circle examples



Appendix 4 – Levels of Behaviour

<u>Level</u>	<u>Behaviours</u>	<u>Management Strategies / Sanctions</u>
One	<ul style="list-style-type: none"> <input type="checkbox"/> Disrupting another child, chatting in class. <input type="checkbox"/> Distraction or interruption <input type="checkbox"/> Answering back <input type="checkbox"/> Not taking/following instruction <input type="checkbox"/> Telling lies <input type="checkbox"/> Name calling <input type="checkbox"/> Unsafe movement around the classroom/school <input type="checkbox"/> Unsafe behaviour <input type="checkbox"/> Damaging property (first time and minor) <input type="checkbox"/> Playtime incident (first occurrence and minor) 	<ul style="list-style-type: none"> <input type="checkbox"/> 'The look' <input type="checkbox"/> Proximity – moving towards a child's space <input type="checkbox"/> Refocusing/diversions <input type="checkbox"/> Directions and encouragement <input type="checkbox"/> Rule reminders: Reminder of Mission Statement, Classroom rules <input type="checkbox"/> Avoidance of the word 'No' <input type="checkbox"/> Non-verbal signs <input type="checkbox"/> Giving a choice to change behaviour <input type="checkbox"/> Giving a warning of consequences <input type="checkbox"/> In class 'time out' <input type="checkbox"/> Peer reminders (used sensitively) <input type="checkbox"/> Repositioning of children with a reminder <input type="checkbox"/> Private discussion with child <input type="checkbox"/> Name on the board <input type="checkbox"/> Stay in at breaktime (in a supervised area) <input type="checkbox"/> Informal chat to parents if considered appropriate
Two	<ul style="list-style-type: none"> <input type="checkbox"/> Persistent Level 1 behaviours <input type="checkbox"/> Incomplete tasks (deliberate) <input type="checkbox"/> Refusal to work <input type="checkbox"/> Insolence, defiance and answering back <input type="checkbox"/> Deliberate destruction of another child's piece of work <input type="checkbox"/> Minor vandalism <input type="checkbox"/> Stealing/intent to steal <input type="checkbox"/> Provoking other children – 'Winding up'. <input type="checkbox"/> Biting, pinching <input type="checkbox"/> Unprovoked violence 	<ul style="list-style-type: none"> <input type="checkbox"/> "Time out" in another classroom <input type="checkbox"/> Stay in at breaktimes (in a supervised area). <input type="checkbox"/> Community service at lunchtime - supervised <input type="checkbox"/> Taking work to finish with Headteacher <input type="checkbox"/> Sharing of information with other staff i.e. SENCo / Learning Mentor <input type="checkbox"/> Loss of privileges/choice <input type="checkbox"/> Parents informed formally by class teacher and invited in to discuss concerns with HT and or Learning Mentor. Action plan set up and agreed <input type="checkbox"/> Discussion with parents, home/school report book introduced. <input type="checkbox"/> Behaviour monitoring book <input type="checkbox"/> ITarget/tick sheet bookJ.
Three	<ul style="list-style-type: none"> <input type="checkbox"/> Serious and persistent Level 2 behaviours. <input type="checkbox"/> Major lesson disruption <input type="checkbox"/> Vandalism of building or property <input type="checkbox"/> Stealing/intent to steal (persistent) <input type="checkbox"/> Bullying <input type="checkbox"/> Bad language and serious verbal abuse/racial abuse <input type="checkbox"/> Violent hitting, kicking or Fighting <input type="checkbox"/> Aggressive violent behaviour, causing deliberate injury <input type="checkbox"/> Abuse/threatening behaviour towards staff/parents <input type="checkbox"/> Dangerous refusal to obey instructions. <input type="checkbox"/> Leaving school without consent 	<ul style="list-style-type: none"> <input type="checkbox"/> Headteacher informed immediately <input type="checkbox"/> Formal chat with Headteacher (child) <input type="checkbox"/> Time out of class with Headteacher or Learning Mentor <input type="checkbox"/> Parents invited into school for formal discussion with Headteacher <input type="checkbox"/> Detailed action plan agreed involving school and parents <input type="checkbox"/> Inclusion Support or other agency involvement <input type="checkbox"/> Behaviour contract, supervised by Learning Mentor and discussed with Headteacher <input type="checkbox"/> Daily/Weekly report to parents from the teacher. <input type="checkbox"/> Exclusion

ANTI-BULLYING

Statement of Intent

St Brigid's Catholic Primary School is committed to providing a caring, friendly, safe environment where *every individual has the right to be cherished and respected*, as reflected in our Mission Statement.

Bullying of any kind is unacceptable and will not be tolerated under any circumstances.

If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

What is Bullying?

Bullying is:

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

(Knowsley LA guidelines 2004)

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, refusal to cooperate with others from a different culture.
- Verbal - name calling, sarcasm, spreading rumours, teasing.
- Cyber - Using technologies to cause hurt or upset by, for example, sending hurtful e-mails or text messages.

Why It Is Important To Respond To Bullying.

Bullying hurts and can have a significant and lasting effect upon those involved. No-one deserves to be bullied. At St Brigid's School we believe every child has the right to enjoy learning, free from intimidation of any kind. Children who are bullying need to learn different ways of behaving.

Objectives

- To develop a school environment that is both safe and secure for all its pupils
- All governors, teachers and support staff, children and parents have an understanding of what bullying is
- All governors, teachers and support staff are aware of the school policy on bullying
- To have in place established systems that will deal with incidents of bullying
- Children and parents feel supported when bullying is reported
- Support for the victim and bully is given to prevent repeated bullying behaviour
- All information disclosed to staff on bullying will be treated sensitively and confidentially

Priorities

- Records are kept of all incidents of bullying via the CPOMs system
- Children will feel safe in school
- Their parents/carers will have confidence in school policies and practice
- All staff will be familiar with and implement school policy and procedures and know the responsibilities of each person in the eradication of bullying
- Bullying will be reduced in our school
- Incidents will be dealt with effectively and consistently with sanctions given if appropriate, refer to school behaviour policy
- Dissatisfaction and conflict between children and young people, schools and parents/carers will be avoided
- Children are actively discouraged from fighting back
- Children's views are taken seriously and acted upon by both the staff and the children

Signs and Symptoms

A child may indicate, by signs of behaviour, that he or she is being bullied.

All adults should be aware of these possible signs and should investigate if a child:-

- ❖ stops wanting to come to school
- ❖ becomes withdrawn, anxious or lacking in confidence
- ❖ starts stammering
- ❖ sleep patterns disrupted, starts having nightmares
- ❖ begins to do poorly in school work
- ❖ tends to 'go missing'
- ❖ has unexplained cuts or bruises
- ❖ becomes aggressive, disruptive or unreasonable
- ❖ begins bullying other children or siblings

- ❖ stops eating

The signs and behaviours above could also indicate other problems, but bullying should be considered a possibility and therefore investigated.

Guidelines

➤ For Staff

- ⇒ Bullying is a complex problem. All staff have an important role to play in ensuring St Brigid's School is a caring, friendly and safe environment for all our children
- ⇒ Be alert to signs of bullying, including cyber bullying
- ⇒ The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- ⇒ Deal firmly and sensitively with all incidents of bullying
- ⇒ Children must be repeatedly made aware that we share our concerns and they should feel comfortable in sharing their knowledge of bullying with staff in confidence
- ⇒ The issues of bullying are discussed regularly during Circle Time, assemblies and school focus weeks

➤ For Children

- ⇒ Do not tolerate bullying
- ⇒ It is not your fault
- ⇒ Help is available
- ⇒ Report it. You must let a member of staff know if you are being bullied or know of someone who is being bullied. This will immediately make you begin to feel better
- ⇒ Cyber bullying should not be tolerated. You must report all incidents
- ⇒ You should participate in developing ways to reduce bullying for example, school council.
- ⇒ Participate fully in all lessons which relate bullying so that you know what to do
- ⇒ Our Learning Mentor is always available to provide help, advice and support
- ⇒ Speak to your mum, dad or carer

➤ For Parents – reporting incidents of bullying including cyber bullying

- ⇒ Talk calmly to your child
- ⇒ Make a note of what is said. Who is/was involved? Where? When? What happened? Who else was there? Frequency?
- ⇒ Reassure that telling was the right thing to do
- ⇒ Explain that any further incidents must be reported to a teacher
- ⇒ Contact the school to make an appointment to discuss the issue / incident

- ⇒ Speak to the class teacher who works with the child on a daily basis or the Learning Mentor
- ⇒ When talking to teachers, keep calm. Remember this may be the first time the teacher has heard of the problem
- ⇒ Be specific and if necessary use your notes
- ⇒ Make a note of the school's intended action
- ⇒ Ask for help, support strategies to use at home
- ⇒ Keep in touch. Let the school know about improvements as well as continuing problems
- ⇒ Feel confident that the staff will deal with any bullying issues in a fair and reasonable way

If you think you are being ignored

- ⇒ Check the anti-bullying policy. Is it being followed?
- ⇒ Discuss your concerns with the Headteacher.
- ⇒ If you are still not satisfied with the response from the school you can write to the Chair of Governors, Fr David Potter. c/o St Brigid's School
- ⇒ Contact Director of Children's Services, Knowsley LA.

Procedures

Children are encouraged to talk about issues or concerns to any member of staff with whom they feel comfortable. If the matter is urgent, a pupil should approach the first member of staff with whom they come into contact.

If a bullying incident is reported the staff are committed to acting promptly, consistently and sensitively. A range of strategies and sanctions are used in the event of an incident being reported.

- Interview (separately) the bully, the victim and witnesses. If appropriate, a written report may be asked from each
- Inform parents of victim **and** the accused bully
- Maintain contact until parents feel confident that incidents have been resolved
- Learning Mentor to set up and mediate a session/sessions with the victim and bully to resolve issues. (These may be separate if deemed appropriate)
- Record and monitor all incidents of bullying – include what action has been taken
- Give advice on how to be assertive and develop strategies for dealing with bullying
- Where appropriate involve outside agencies such as Child Guidance UK, CAHMS
- Withdrawal of privileges such as: playtimes, Golden Time, after school clubs
- Involve school governors if necessary

In extreme cases, exclusion may be considered.

When children report incidences of bullying to any member of staff.

Staff **should never promise to keep it a secret** and it is essential that they inform the Learning Mentor and their line manager, and in very urgent circumstances, Headteacher or Assistant Headteachers of the incident on the day it was reported to them

- Staff will talk to the “victim(s)” about the bullying incident and assess how they feel, then take the appropriate action
- Staff will make sure the victim(s) feels safe
- Appropriate advice will be given to help the victim(s)
- Staff will listen and speak to all children involved about the incident separately and will make a concise written record, see the bullying incident form, of the conversations. Copies recorded on the CPOMs system
- Parents to be informed of all bullying issues by the class teacher via telephone call or letter or invited into school by the class teacher
- Parents, the class teacher and Learning Mentor will work in partnership to ensure that the children overcome any issues related to bullying and agree to meet regularly to discuss and share information regarding related bullying issues
- The problem/s will be identified and possible solutions suggested
- Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying, by the class teacher, in consultation with their line manager and the Learning Mentor
- Staff will reinforce to the bully that their behaviour is unacceptable
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied.
- **If possible, the pupils will be reconciled**
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour
- **In cases where children’s bullying issues cannot be reconciled,** the incidents will be recorded by staff and SLT via the CPOMs system
- After the incident has been investigated and dealt with, each case will be monitored and parents informed of the outcomes to ensure repeated bullying does not take place
- If necessary and appropriate, the Child Protection Officer in school, Social Care or police will be consulted

The following sanctions may be used:

- Apologies made to the victim(s) verbally or in writing
- Lose playtimes and lunchtimes (stay with staff member and complete tasks as set by class teacher)
- Parents will be invited in to school
- Go on a behaviour plan/ target card as compiled by class teacher and SENCO
- Be removed from class and work in another part of the school building, sometimes in isolation
- Report to the Headteacher or Assistant Headteachers
- Be withdrawn from participation in school visits, clubs and events not essential to the curriculum
- Fixed term exclusion
- Permanent exclusion

Support for the victim(s) of bullying:

- The Learning Mentor to work with the victim(s) and their parents to ensure that the children feel safe in school
- The class teachers and the parents of the victims to formulate a joint short term plan that keeps the victim's families fully informed of their children's welfare and safety in school. This plan can be extended if either the teachers or the parents feel it is necessary
- Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur

Intervention Techniques

Issues around bullying are addressed both explicitly and discreetly through whole school initiatives and proactive teaching strategies. They will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

Within our Circle Time sessions we will focus on:-

- Raising self-esteem
- Peer influences
- Assertiveness
- Relationships
- Responsibility and respect for all

Issues around bullying will also be addressed through:-

- Focus Weeks
- The RE curriculum
- Visitors
- Workshops (children and parents)
- Advice via the website
- School assemblies / Theatre Groups / Drama
- Displays
- Staff training including support from Healthy Schools Team
- Annual surveys – Parent Questionnaire and Pupil Questionnaire
- Circle Time

Equality

This policy should be read alongside the Equality Policy. The school aims to foster good relations and eliminate discrimination or harassment across all the 9 protected characteristics of equality (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community. The school take any form of bullying, in relation to the above seriously and will take immediate and appropriate action.

Monitoring and Evaluation

The Learning Mentor will monitor the anti-bullying policy annually ensuring policy and procedures are effective in tackling incidents of bullying. The policy will be reviewed annually by the Governing Body.

Standards for measuring performance will be:

- Response from parent / pupil questionnaire
- Reduction in the number of reported incidents
- Measurable improvements in behaviour of individuals or particular groups
- Feedback from School Council
- Yearly monitoring and review of bullying issues within the curriculum.

Help Organisations

- | | |
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| ➤ Advisory Centre for Education (ACE) | 020 8888 3377 |
| ➤ Children's Legal Centre | 0207520 0300 |
| ➤ KIDSCAPE (Parent Helpline, Mon-Fri 10-4pm) | 020 7730 3300 |
| ➤ Parentline Plus | 08088 002222 |
| ➤ Childline | 0800 1111 (Freephone) |
| ➤ Youth Access | 020 8772 9900 |
| ➤ www.thinkuknow.co.uk | |