

# THIRSK COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY



## Statement of Intent

The school's core values: Compassion, Respect, Excellence, Enjoyment, Perseverance –underpin all we do. These are important when creating a safe and happy school and celebrating equality and diversity in our community. Links are made to the values within learning

It is written with the intention that all members of our community feel safe and respected. We are a restorative school and aim to give children the skills to resolve conflict. The key to behaviour management is relationships, and we work hard to build positive relationships with others at all levels.

This policy will provide all staff with a framework in which to foster the healthy growth and development of a child's spiritual, moral, emotional and social education. Our school rules are to be:

**READY, RESPECTFUL and SAFE**

## Implementation

This is also reflected in our curriculum intent, where we encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

We will do this by:

- Teaching children to accept and appreciate differences.
- Teaching children global awareness and diversity.
- Teaching social and life skills that enable children to develop independence and self-discipline
- Encouraging pupils to co-operate with one another, and other members of the school community.
- Encouraging each child to develop as an individual, grow in confidence and self-knowledge, and to learn how to deal with the more difficult emotional experiences of life.
- Helping each child to understand and acknowledge the need for rules and authority.
- Helping each child develop a sense of personal responsibility.
- Working with parents and carers to develop a mutual understanding of the behaviour we expect in school.

## Equal Opportunities

All children, irrespective of race, gender, social background or disability, are treated equally in respect of the strategies included in this policy for the management of children's behaviour.

The Headteacher and pastoral team monitor incidents across the school for trends related to age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances. **We start with the premise that we expect good behaviour from all staff, parents and pupils.**

## How we foster good behaviour

- By providing a safe, well ordered environment in which learning can take place.
- By valuing each child as an individual.
- By providing a curriculum with guidance and a range of opportunities designed to enable all pupils to develop their full potential.
- By teachers inspiring confidence.
- By emphasising co-operation and interdependence.
- Through close liaison with parents, giving information about progress and performance and early warning of problems whether associated with work, relationships or behaviour.

- By introducing themes of thoughtfulness, friendship and caring in Collective Worship and links to the school values of Compassion, Respect, Enjoyment, Excellence and Perseverance
- By creating a positive environment where children feel secure enough to try and succeed or fail and take constructive criticism.
- By reviewing the school routines on a regular basis to eliminate possible situations which may encourage inappropriate behaviour.
- By providing children with a set of rules to adhere to and making them fully aware of the graduated response and support available to them.
- By celebrating success with parents, Headteacher and the wider school community.
- Use of Recognition boards and McKie points in school for the right behaviours.
- Adults 'Over and above' postcards sent home.
- The use of circle time where issues of behaviour are discussed.

### **Rules and Routines**

It is essential to be clear on the rules and routines which apply to different times of the school day. Our school rules are universal - To be: READY, RESPECTFUL and SAFE. Routines around school and in class are clear and understood by all parties.

### **Behaviour that is likely to cause disapproval**

Good behaviour is continually praised; however, we acknowledge that children do forget and are placed in situations that through no fault of their own, cause them to respond in a variety of ways. For some children, good behaviour needs to be taught. We follow the principles of **Praise publicly and Reprimand privately**, to protect the dignity of all parties.

The following anti-social behaviours are considered to be particularly serious and appropriate action will be taken to address such behaviours.

- *Bullying – verbal or physical (including peer on peer bullying)*
- *Deliberate damage to property or belongings*
- *Racist abuse*
- *Behaviour that is likely to cause injury to self or others*
- *Bad language*
- *Aggression*
- *Stealing*
- *Name-calling*
- *Behaviour that is likely to detract from their work or the work of others*

### **When children are involved in behaviour that is unacceptable, we remind them:**

*We use a script which is:*

1. *I noticed that you XXX*
2. *You know our expectations and I need you to XXX*
3. *You are going to need to speak with me at break for 5 minutes*
4. *Remind them of a time when they DID make appropriate choices*
5. *Thank you for listening (leave it there)*
6. *Make sure the 5-minute conversation does happen*

#### **EXAMPLE**

*'I've noticed you've had a problem getting started this morning and you know our expectations around group work. I need you to join in with the group. You're going to need to speak to me for five minutes at break-time today. Do you remember last week, last Thursday, when I spoke to your Mum? Do you remember that? Yes, I remember that, too. You were kind, your group work was excellent, and you handed me that bit of extra research you'd done at the weekend. You had a brilliant week last week. That is the behaviour I need to see now. That's the behaviour I want from you. Thanks very much for listening, and off you go.'*

### **Graduated Response**

The following graduated response is to be used if unacceptable behaviour continues after positive strategies have failed. At each stage these allow children to be reminded of the right choices to make and the impact their behaviour has on others.

1. Verbal reminder of rules and expectations of behaviour are made clear. (see above script)
2. Warning and encouraged to make right choice. (remind them of a time when they followed expectations and they have a choice here)
3. A Yellow card is issued and behaviour is recorded (If this is at break /lunch the classteacher will be informed). Classteacher will record incident on CPOMs
4. A Blue card and child sent to Pastoral Team Member and misses all of play inside. (Restorative Practice follows). Incomplete work from lessons may be completed here.
5. If child refuses to follow these procedures the whole of the following days lunch time is spent with Pastoral Team member (Restorative Practice follows)
6. If the unacceptable behaviour continues parents will be informed by classteacher
7. If a child is continuing to be violent or has left site, a member of SLT (including Headteacher) will be called to support to keep children safe
8. If this behaviour persists, the Headteacher or a member of SLT will meet parents and agree a support plan. This may include:
  - Behavioural Plan
  - Alternative break arrangements
  - Mentoring
  - Referral to external support services

### **Procedures for dealing with children who persistently misbehave and may have further needs**

1. Staff discussion involving all relevant members of staff including: the class teacher, support staff, support teacher and special educational needs co-ordinator.
2. Use of Individual Pupil Provision Map (IPPM).
3. Detailed monitoring and recording of behaviour – use of behaviour sampling and analysis. (use of CPOMs and pastoral meetings)
4. Parental Involvement.
5. Referral to LA's support services
6. Educational Health Care Plan for children with severe behaviour problems.

**If persistent inappropriate behaviour continues over a period of time or behaviour occurs that is so serious as to warrant exclusion from school then the procedures laid down under Section 22-27 of the Education Act will be followed. Exclusion will always be a last resort and is retained as an option by the school to safeguard Health, Safety and wellbeing of all remaining staff and children.**

### **Safeguarding**

Under all circumstances, staff should have regard for the welfare, safety and protection of children, young people and families. If a member of staff is concerned at any time about a child, young person or family, they should act in accordance with the school child protection policy. The named person for child protection is Mr Richard Chandler, Headteacher.

Level One – Reminder and warning if necessary				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved	Consequences
<p>Minor misdemeanour by pupils who are acting out of character e.g.</p> <ul style="list-style-type: none"> <li>▪ Playtime incident</li> <li>▪ Falling out with friends</li> <li>▪ Accident and/or minor injury as a result of a rough game</li> <li>▪ Conflict during football</li> <li>▪ Fake allegations</li> <li>▪ “Cheeky or disrespectful responses</li> <li>▪ Swearing – which includes the use of the word “gay”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take the incident seriously</li> <li>▪ Listen to both sides</li> <li>▪ Seek “witnesses” statement</li> <li>▪ Talk through how they could have managed the incident</li> <li>▪ Ensure apologies are exchanged</li> <li>▪ Inform the class teacher</li> <li>▪ Time out area five minutes to consider their actions and gain some personal space</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitor situation or persons involved to prevent escalation</li> </ul>	<ul style="list-style-type: none"> <li>▪ The pupils involved</li> <li>▪ Witnesses</li> <li>▪ Staff dealing with incident</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apologise</li> <li>▪ Incident dealt with and pupils return to play</li> <li>▪ If the same pupils are involved in similar incidents, go to Level two</li> </ul> <p>MOVE TO (Yellow Card) LEVEL TWO IF THIS BEHAVIOUR IS REPEATED</p>

## Level Two – **YELLOW CARD**

Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved	Consequences
<b>Children who repeat misdemeanours e.g.</b> <ul style="list-style-type: none"> <li>Pupils who are repeatedly unkind to other pupils either physically or emotionally through name calling, isolating the child, or not letting the child join in with games/play,</li> <li>Fake allegations</li> </ul>	<ul style="list-style-type: none"> <li>Take the pupil seriously</li> <li>Ask all the pupils to write down or draw what they think is happening</li> <li>Ask witnesses to write down / provide verbally their version of events</li> </ul>	<ul style="list-style-type: none"> <li>Dated details of the incident must be recorded in the behaviour spreadsheet</li> <li>Yellow card slip filled in and passed to classteacher</li> </ul>	<ul style="list-style-type: none"> <li>Staff member dealing with incident</li> <li>Class teacher</li> <li>Pastoral Team Member</li> <li>Parents of all parties, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are informed that they have been issued with yellow card and it is recorded by classteacher on CPOMs</li> <li>Ensure apologies are exchanged</li> <li>Make sure the incident is dealt with fairly and playtime behaviour is monitored</li> </ul>
<ul style="list-style-type: none"> <li>"Cheeky or disrespectful responses</li> <li>Swearing – which includes the use of the word "gay"</li> <li>Disruption in class</li> </ul>				<p>CLASSTEACHER MONITOR FREQUENCY AND IF NECESSARY:</p> <ul style="list-style-type: none"> <li>Contact parents to let them know this is pattern of incidents and how you are managing it and how you will keep them informed</li> <li>Agreements made with parents must be recorded in CPOMs even if agreement is made over the telephone</li> <li>Agree regular meetings with parents if appropriate</li> <li>Pastoral Team Member hold regular meetings with the group, even if things seem "fine"</li> <li>Staff will all have a time out area to move children to who disrupt other pupil's learning</li> <li>Teachers are responsible for designating seating arrangements spaces</li> </ul>

### Level Three – Blue Card

Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved	Consequences
<ul style="list-style-type: none"> <li>▪ Persistent misbehaviour</li> <li>▪ persistent name calling</li> <li>▪ disrespect to staff</li> <li>▪ racist or sexist remarks, tampering with school equipment</li> <li>▪ Vandalism</li> <li>▪ Aggressive physical behaviour</li> <li>▪ Persistent disruption in class where the pupil's behaviour disrupts other pupil's learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take the pupil seriously</li> <li>▪ Ask all the pupils to write down or draw what they think is happening</li> <li>▪ Ask witnesses to write down / provide verbally their version of events</li> <li>▪ Discuss with the pupils how they should have managed their behaviour</li> <li>▪ Agree daily targets so that the pupil is very clear about what they must do each day to improve their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dated details of the incident must be recorded on CPOMs</li> </ul> <ul style="list-style-type: none"> <li>▪ Behaviour charts kept as evidence which clearly states the targets</li> <li>▪ Agreements made with parents must be recorded on CPOMs <u><b>even if agreement is made over the telephone</b></u></li> </ul>	<ul style="list-style-type: none"> <li>▪ Class teacher</li> <li>▪ Parents</li> </ul> CLASSTEACHER MONITOR FREQUENCY IF NECESSARY: <ul style="list-style-type: none"> <li>▪ Headteacher</li> <li>▪ SLT/SENCO</li> <li>▪ Pastoral Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ pupil misses playtime or lunchtime</li> <li>▪ If class time, then 5 min intervals</li> <li>▪ pupil writes letter of apology</li> </ul> CLASSTEACHER MONITOR FREQUENCY IF NECESSARY: <ul style="list-style-type: none"> <li>▪ Parents of all concerned contacted</li> <li>▪ Pupils to report to Pastoral Team Member and / or the Headteacher</li> <li>▪ Agree what the next step will be if pupil persists</li> <li>▪ SENCO to provide behaviour monitoring checks and to review against Code of Practice</li> </ul>



## **ANTI BULLYING**

### **Roles and responsibilities**

**The Head Teacher** – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, and outside agencies.

### **Definition of Bullying**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

<http://www.antibullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

From KCSIE: the different forms peer on peer abuse can take, such as:

- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- initiation / hazing type violence and rituals.

Peer on peer abuse is not tolerated at Thirsk Community Primary School. Peer on Peer abuse can take the form of sexual violence and sexual harassment, physical abuse causing physical harm, sexting or initiation type violence and rituals. Staff will follow the schools Child Protection and Safeguarding Policy if Peer on Peer abuse is identified. A copy of the policy can be found on the website.

### **What does bullying look like?**

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types of bullying include:

#### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying on CPOMs, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

#### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### **Prejudice Related Language**

Racist, homophobic, biphobia, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carers or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as, even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.



## **Where does bullying take place?**

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our pupils are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

## **Homophobic bullying and using homophobic language**

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

## **Transphobic Bullying**

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender

- They do not fit with traditional gender norms (eg. boys with long hair or wearing makeup, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

### **Reporting and responding to bullying**

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Concerns should be reported to any adult in school who will notify the Head; this communication may be verbal or written.
- Children are encouraged to: Speak to an adult in school or their parents / carers
- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Staff members complete an behaviour incident log on CPOMs
- Interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the schools actions. This is available online or from the school office
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded (on CPOMs) by the member of staff who deals with the incident and this will be monitored by the pastoral team.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the Headteacher report. The policy will be reviewed and updated every two years.

## **Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils, we at Thirsk Community Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

### **1. Curriculum/Whole-School Strategies**

- Assemblies
- Anti-Bullying Week
- Diversity Week
- PSHE/Citizenship lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student Voice
- School Council
- Mentoring
- Modelling of positive relationships
- Postcards home from any adult seeing over and above regarding Ready, Respectful, safe.
- Working with the local PCSOs

### **2. Reactive programmes for vulnerable groups or groups involved in bullying.**

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Practice

### **3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.**

### **4. Support for parents/carers**

- Parent information distributed by newsletters and the school website etc
- Information available on parents' evenings
- Information sessions ie e-safety

### **5. Support for all school staff**

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

## **The Prevent Duty**

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our pupils from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying pupils who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## **Links with other Policies**

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

<b>Policy</b>	<b>Why</b>
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection
Acceptable Use policy	Cyberbullying and e-safety
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.

### **Links**

Keeping Children Safe in Education September 2018; DFE  
Preventing and Tackling Bullying, July 2017.

## **Useful organisations**

### **Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

### **Mencap – [www.mencap.org](http://www.mencap.org)**

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

### **Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)**

The lesbian, gay and bisexual charity

### **Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)**

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

### **School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)**

### **Beatbullying – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)**

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

### **Childnet International – [www.childnet-int.org](http://www.childnet-int.org)**

Childnet International - The UK's safer internet centre

## **References Documents and Related Policy/Guidance**

### **National Documents**

### **Safe to Learn- DCSF Guidelines**

**Embedding anti-bullying work in schools – DCSF-00656-2007**

**Homophobic bullying – DCSF – 00668-2007**

**Cyberbullying – DCSF – 00658-2007**

**Bullying Involving Children with Special Educational Needs and Disabilities – DCSF  
00372-2008**

**[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

**Cyberbullying - supporting school staff – [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

**Cyberbullying - A whole school community issue - [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**