



## **Woodlands Community Primary School**

### **Policy for Behaviour and Discipline ( including Anti-Bullying Policy)**

#### ***Aims***

- To encourage, in each child, a concern for others.
- To encourage, in each child, a feeling of self respect and a recognition of the importance of self discipline.
- To encourage each child to develop within themselves values such as honesty, trust, fairness, politeness, respect for others, for property and the environment both within school and in the wider community.
- To encourage each child to become aware of their responsibilities to themselves and to others.

#### ***Objectives***

- To implement a framework understood by everyone in the school community in which the above aims can be fostered and developed.
- To create opportunities to enable children to develop a sense of values and a moral code
- To create within the school an atmosphere in which these developments can take place.

#### ***Rationale***

We aim to achieve and sustain the highest standards of behaviour and discipline within the school environment in order to make the children's experience of school life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities - raising the quality of education for all at The Woodlands.

Research has shown that when looking at the child's academic progress and the quality of their behaviour, it is the quality of the relationship between the adult and pupil that largely determines success or failure.

**All** members of staff **lead by example** and communicate their expectations of good behaviour both directly and indirectly.

In the whole area of relationships between staff and children there should be consistency and fairness.

We believe that the use of praise and encouragement is a more effective means of communicating our expectations of good behaviour than that of negative comments. By fostering positive relationships between children and staff the children will feel valued both as individuals and as part of the school

community, thus promoting self-esteem, self-confidence and self respect on a personal level and co-operation and consideration, courtesy and respect for others on a social level. Through this the children will develop a pride in themselves and in their school together with a sense of belonging.

Our approach also supports our agreed school aims i.e.

- To help the children to take responsibility,
- To participate appropriately in the community and distinguish right from wrong,
- To acquire a set of moral values and have the confidence to make and hold moral judgements.

### ***School Rules***

Rules exist which are designed to secure the safety and well being of the children. Children are regularly reminded of these both formally and informally. These are established annually with the Junior Leadership Team and with the Teacher and Pupil Charter which are displayed around the school.

### **Rewards:**

Positive reinforcement in the form of praise and encouragement often has the desired outcome so a system of positive rewards and incentives has been developed to encourage appropriate behaviour. Rewards should, wherever possible, be immediate and communicated clearly to the child or children involved. Rewards are given both at a team level and at a personal level for outstanding effort

### ***Team points:***

Team points should be valued as a reward for positive behaviour. They are distributed according to the child's effort not attainment. The value of these has been agreed as:

- 1 team point for good behaviour, helpfulness or manners
- 2 team points for very good work
- 5 team points for excellent work or contributions
- Green Card [10 team points] for exceptional work or effort.

These are then recorded by the child or teacher [dependent on age] and those earning 20 team points are entitled to attend Golden Time as an additional *reward*.

### ***Classroom Rewards:***

- Children receive verbal and written praise.
- Children are rewarded with extra responsibility and jobs to do.
- Children earn team points, gold stars or personalised stamps for good work and behaviour. In the Early Years Department, Stamps and stickers are used to provide immediate reinforcement.
- Children are sent to other members of staff for praise etc.
- Children are encouraged to be responsible for the tracking of their team points- these are collected weekly and announced in Good Work Assembly...WOW Friday

### **School Rewards:**

- Children are given Team points for good behaviour, manners, helping and good work
- Children who have worked exceptionally well are sent to the Headteacher to receive Head Teacher Awards -green Card
- The Headteacher will praise work with child and give out reward in front of whole school- Reward assembly.

### **Sanctions:**

Improvements in behaviour are more likely to follow if the child's self esteem can be enhanced and if he/she can be brought to recognise the effects of his/ her behaviour.

Unacceptable behaviour can often be curtailed by the use of a mild or more severe oral reprimand. This is more effective if used sparingly and contrasts with, rather than continues the adult's normal style. Situations and sanctions should be appropriate and should reflect the circumstances prevailing.

We aim to:

- Focus on what's going well and draw attention to good behaviour.
- Give plenty of praise where appropriate.
- Give clear and regular reminders of our expectations.
- Make clear it is the unacceptable behaviour we don't want, not the child.
- Provide an opportunity for the child to make amends or apologise.

In addition to the sanctions for misbehaviour outlined in the table below a child may be kept in at break or lunch to complete unfinished work due to time wasted in class. As with the table below the child will receive 2 warnings before being kept in sufficient time to make up their loss of learning.

### **Disruptive Behaviour**

Unacceptable behaviour is rare at The Woodlands Community Primary School and incidents that do occur are generally of a low level and are dealt with effectively by the member of staff who encounters the incident.

In this policy **all** staff are equal, therefore a lunchtime supervisor as well as classroom teacher should be shown the same respect and use the same policy to assist consistency across the school.

Unacceptable behaviour may be dealt with in a number of different but appropriate ways:-

Red Card behaviour = bad language, violence to a child or member of staff, purposeful damage to equipment.

Minor Unacceptable Behaviour	Major Unacceptable Behaviour
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Teacher expresses disappointment and identifies poor behaviour.	Teacher identifies poor behaviour and expresses disappointment. - [Red Card given to the child ] Child is sent to Head Teacher
If continues - <b>first warning</b> - child made aware. This should be in a manner that creates as little disruption to the remainder of the class as possible.	
If continues - <b>second warning</b> - child made aware. The child's name is also written on the board as a visual reminder that they are on their final warning.	
If continues- sent to the Key Stage Assistant Head for verbal warning. [Yellow Card given to child- Return to class] <b><i>The Child then misses a breaktime</i></b>	
Process repeats from fresh	
If continues - <b>first warning</b> - child made aware	
If continues - <b>second warning</b> - child made aware	
If continues- <b>Red Card</b> given to the child sent to another Head Teacher for verbal warning and punishment- loss of time from break and lunchtime.	[Red Card]Head Teacher sees child immediately. Verbal warning given and punishment- loss of time from break and lunch depending on the behaviour.
Parents are informed when a card, of any colour, is issued to a child -see attachment	

A record of all cards distributed is kept by the Assistant Heads [yellow] and Head teacher [red] If the child receives 3 red cards in a half term period a meeting will be arranged with parents to discuss the situation and a log of the child's behaviour over a period of time kept and then reviewed. Please see Behaviour Log (Appendix 6).

Behaviour logs will remain in place for a minimum of 2 weeks. Constant communication between school and the family will continue while the child is on the Behaviour Log. If the child's behaviour improves then the log may be withdrawn and the process may begin from fresh.

In the extreme case that this does not resolve the issue advice will be sought from external agencies such as behaviour support, AOT, educational psychologist and the educational welfare officer. It may then be necessary to register the child as having Special Educational Needs and involve the Behaviour Support Team. Any strategy will be evaluated and modified accordingly.

If the child continues to demonstrate unacceptable behaviour whilst on report then the school may need to move to the exclusion part of the policy.

On occasion a child's behaviour may warrant seclusion from others- constant antagonising, disturbing of learning or in extreme cases violence etc This will lead to the child working independently in an environment away from his peers [internal exclusion] If this happens twice this will lead to a fixed term exclusion.

### **Exclusion**

1. If a child continues to behave in a way that contravenes our school's behaviour policy the Headteacher may issue a fixed-term exclusion and notify the Chair of Governors.
2. If the child receives a second fixed –term exclusion because of their behaviour the parents will be warned that the next exclusion will be permanent.
3. Behaviour support services will be informed that the child is in danger of permanent exclusion from our school.
4. These exclusions must have happened within the same academic year before permanent exclusion can be considered.

Staff guidance

### **Implementation**

Effective classroom discipline is achieved primarily through the provision of a well-planned and stimulating curriculum delivered in an organised, well resourced and managed environment.

Since children will work with a number of teachers throughout their school life it is important that there is a consistency in expectation and approach by all staff.

The degree of supervision will have a marked influence on the behaviour of pupils. Children should not be left in classrooms unsupervised. If an emergency arises and a member of staff has to leave the room, the teacher in the next classroom should be informed and asked to supervise the unattended class. Similarly there are key times throughout the day when supervision can forestall possible problems:-  
Entry into school, exit from school and entry into their class at the start of each session etc.  
If a routine is established this can clearly define the expectation of the class teacher.

Wet playtimes and lunch times can be potential problem times. Lunch times can be made more enjoyable for both staff and pupils if a store of small games, puzzles etc. can be built up in each classroom to occupy the children. On no account should children be allowed to think of the classroom as an extension of the playground.

## APPENDIX 1



### **GOVERNORS' WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES**

#### **INTRODUCTION**

Section 88 of the Education and Inspections Act 2006 requires the Governing Board to set the framework of the school's Behaviour & Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the Governors have consulted the Headteacher, staff, parents or carers of pupils and the pupils themselves.

The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles which Governors expect to be followed. It follows the guidance issued by the

Department for Education in September 2012 and will be reviewed in line with the Behaviour Policy Review and in response to any changes in legislation and DfE guidance.

## **PRINCIPLES**

The Governing Board believe that the Behaviour & Discipline Policy should be underpinned by our core purpose and values and it should seek to embrace and carry forward the school's Mission Statement.

## **MISSION STATEMENT – OUR CORE PURPOSE AND VALUES**

Our aim is to provide the educational, cultural and emotional foundations necessary for our pupils to be lifelong learners and to succeed as individuals in whatever path they choose. We will do this by providing excellent and engaging teaching that is underpinned by continuous development of our staff, a safe and high quality learning environment and access to a range of appropriate support for our pupils and their families.

## **AIMS – THE WAY WE DELIVER OUR CORE PURPOSE**

1. To encourage active partnership between home, school and the community and their participation in all aspects of school life.
2. To raise standards and achievement through high expectations and good or better teaching and learning.
3. To offer equal opportunities to all children and staff regardless of gender, religion, race or any other special needs.
4. To provide, through a wide range of broadly based experiences -appropriate to individual needs, a stimulating creative curriculum.
5. To provide a secure and stimulating environment to enable each child to develop intellectually, socially, physically and emotionally.
6. To provide a curriculum that reflects and celebrates the cultural diversity of our society.
7. To provide opportunities for the professional development of staff within a supportive framework.

## **STATEMENT IN PRACTICE**

The Behaviour & Discipline Policy should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish. The Governing Board firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However, they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable, in order to deter other pupils from similar behaviour and ensure the health & safety of the whole school community. It is recognised that the applications of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the Behaviour & Discipline Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

### **CONTENTS OF THE POLICY**

The Behaviour & Discipline Policy should include the following:

- Examples of behaviour to be encouraged.-positive attitude, hard work, good manners
- Examples of inappropriate and unacceptable behaviour.-poor language choices, violence, disrespect
- A clear explanation of the systems of rewards and sanctions.
- An outline of the Exclusion Procedure (as presented fully in the Exclusion Policy).

The Governing Board are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force and to liaise with outside agencies when misbehaviour occurs outside school. Whilst recognising that these are extreme measure to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE. It is recommended that training be provided on a regular basis to the staff to assist them on the rare occasions when it may become necessary to exercise these powers.

The Governors believe that it is by working together that we will encourage children to reach their full potential and become independent, contributing and responsible members of society.

Ratified by Governors March 2018

## **Appendix 2**

### **TIMETABLE TO REVIEW EXCLUSIONS**

Based on the number of school days in a term that the pupil has been excluded from school; lunchtime exclusions count as half a day



## **Informing the Governing Board and LA**

The Headteacher must inform the governing Board and the LA without delay, of:

- (a) permanent exclusions
- (b) fixed period exclusions of six days or more (or more than 10 lunchtimes)
- (c) exclusions which would result in the pupil missing a public examination

### **For all fixed period exclusions**

- During the first five school days of any exclusion the school must set work to be completed at home by the pupil;
- From the sixth school day (not cumulative) of a fixed period exclusion the governors must arrange for suitable alternative full-time education until the pupil returns to school;

### **Fixed period exclusion of 5 days or less**

- Unless the exclusion will result in the pupil missing a public examination, the Headteacher is only required to report such exclusions to the governors and LA once a term;
- Governors do not need to meet to consider the exclusion;
- If representations are received, the governors must consider them but are not required to meet and cannot direct re-instatement;
- The government guidance gives no indication as to when this meeting should take place, but advises that the governing Board should respond promptly to any request from the parents;
- Update pupil's information on SIMS. Copy of exclusion letter to parents placed on pupil's file;

### **Fixed period exclusion of 6 - 15 days (or cumulative)**

- The governors do not need to meet, unless the parents wish to make representations;
- The government guidance states that governors must meet to consider any such representations within 50 school days of receiving notice of the exclusion but, again, should respond promptly to any request from the parents;
- The governors can uphold or overturn the exclusion but cannot increase its length;
- Update SIMS. Copy of exclusion letter to parents should be forwarded to your District Inclusion Officer, as well as being placed on pupil's school file;
- If the parents make representations, following the meeting, the governing Board must inform the parents without delay of its decision in writing, stating the reasons. Copy of this letter should be sent to your District Inclusion Officer.

### **Fixed period exclusion of 16 - 45 days (or cumulative) or permanent exclusion**

- Exclusion notification form should be completed and emailed to [inclusion@staffordshire.gov.uk](mailto:inclusion@staffordshire.gov.uk) together with a copy of the exclusion letter to parents;
- Governors must meet within 15 school days of receiving notice of the exclusion and must decide whether or not to uphold the exclusion;
- Parents and LA must be invited to the meeting. Meeting must take place even if parents do not wish to attend;
- Taking into account pupil's age and understanding, he/she should be enabled and encouraged to attend;
- The governors can uphold or overturn the exclusion, but cannot increase the length of a fixed period exclusion;
- Following the meeting the governing Board must inform the parents without delay of its decision in writing, stating the reasons. Update SIMS.
- Where the governors uphold a permanent exclusion, the parents have the right to ask for the decision to be reviewed by an independent review panel.

**NB:** If any exclusion would cause the pupil to miss a public examination, the school should consult with the Education Service, in order to explore possible alternatives.

### Appendix 3- Letter template

Private & Confidential

Date:

Dear

D.O.B

I am writing to inform you of my decision to exclude .....for a fixed period of..... This means that he will not be allowed in school for this period. The exclusion starts on .....and ends on..... Your child should return to school on ..

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude .....has not been taken lightly. ....has been excluded for this fixed period because .....

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on .....unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

We will set work for .....during this exclusion and would ask you to ensure that the work is completed and returned promptly to school for marking on ..

You have the right to make representations about this exclusion to the governing Board. If you wish to make representations please contact (the nominated Governor)as soon as possible. Whilst the governing body is not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, he/she may also attend the meeting to speak on their own behalf and are entitled to bring a friend. Alternatively your child may wish to communicate their views by other means.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals> Making a claim would not affect your right to make representations to the governing board management committee.

You and .....are requested to attend a reintegration interview with me at..... The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if

you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- District Inclusion Officers, email [inclusion@staffordshire.gov.uk](mailto:inclusion@staffordshire.gov.uk), Families First, Faraday Road, Stafford ST16 3NQ.
- You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://childlawadvice.org.uk/>
- ACE Education provides information on law and guidance covering state funded education for children aged 5 to 16 years in England only. can be contacted on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time or for more information visit <http://www.ace-ed.org.uk>
- Staffordshire SEND Family Partnership Service (formerly known as the Parent Partnership Service) provides information advice and support to parents and carers of children and young people with special educational needs and disabilities. This may include those children with behaviour difficulties as well as those who are at risk of or have been excluded from school. They can be contacted on 01785 356921, email to [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk) or visit the website for more information [www.staffordshire.gov.uk/sfps](http://www.staffordshire.gov.uk/sfps)
- Statutory guidance on exclusion can be found here: <https://www.gov.uk/government/publications/school-exclusion>

.....'s exclusion expires on ..... and we expect ..... to be back in school at ..... on .....

Yours sincerely

Headteacher

cc. Child's school file

Appendix 4- monitoring log

Primary School		Whole School Behaviour Log			
2016 – 2017					
Red Card Day and time	Intervention	Repeat Red? Day and time	Behaviour Log?	Outcome	

# What if?



## Good choice...

- 1 team point for good manners and behaviour.
- 2 team points for excellent work.
- 5 team points for outstanding work.
- Green card and show Mr. Baker—10 team points.



**20 team points  
= Golden Time**



## Bad choice...

A really bad choice like bad language or hurting anybody or damaging property

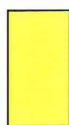
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**INSTANT  
RED CARD!!**



**1st warning.**

**2nd warning, name on the board.**



**Yellow card**

-sent to another teacher who will discuss punishment.

**Fresh start**

If second Yellow card then sent to Mr. Baker with Red card!!



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Parents will be informed when a child is issued with any coloured card

Woodlands Primary School		Behaviour Log		Date:		Log number:	
Please complete with a ☺ where the child meets expected behaviour. Child to report to Head Teacher daily.							
Name:		Class:				Signed HT	
M	Break	Lunch					
T	Break	Lunch					
W	Break	Lunch					
Th	Break	Lunch					
F	Break	Lunch					

# Anti-bullying Policy

## Introduction

- 1.1 Our School takes allegations of bullying very seriously. All staff and outside agencies are aware that bullying will not be tolerated.
- 1.2 **Definition:** *Bullying is sustained and ongoing action taken by one or more children with the effect of hurting other children either physically or emotionally.*
- 1.3 Bullying may be verbal, physical or psychological. The school disapproves of bullying in all its forms and considers it a most serious offence.
- 1.4 The school also disapproves of the term Bully being misused or used inappropriately.
- 1.5 Signs that might indicate that bullying might be taking place include:
  - Change of friendship groups
  - Lack of friends
  - Not wanting to attend school
  - Illness following a pattern
  - Change in standard of work
  - Sudden lack or change in confidence levels
  - Severe depression
  - Self harm

## Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without undue anxiety.
- 2.3 We aim to educate all children about social behaviour and acceptance of others regardless of their differences. We also aim to educate all children the difference between 'bullying' and 'falling out'
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. This is taught through regular assemblies, Personal Social Health Education [PSHE] and through school policy and ethos.



## The role of governors

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body **will do all in their power to prevent bullying** in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2 The governing body monitors the incidents of bullying that involve pupils being placed on report for bullying, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The headteacher monitors the forms[appendix 1] that staff complete to investigate any patterns.
- 3.3 The governing body responds within two working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## The role of the headteacher

- 4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher-staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

- 5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of significant incidents that happen in their class and that they are aware of in the school. see Appendix 1 A copy of this form is also sent to the Head teacher.
- 5.2 Staff investigate to determine whether 'bullying' has actually taken place or whether it was merely an act of misbehaviour in the daily life of children.

5.3 If staff witness an act of bullying, they do all they can to support the children involved. If a child is being bullied, then, after consultation with the headteacher, the teacher informs the child's parents of both the perpetrator and the receiver.

5.4 If a member of staff becomes aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Staff spend time talking to the child who has bullied: they explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future.

5.5 If a child is repeatedly involved in bullying other children the headteacher is updated. The child's parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as behavioural support or the social services.

5.6 Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.7 Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, the school aims to prevent incidents of bullying.

5.8 All incidents are followed up by the class teacher with the receiver to ensure a regrowth of confidence and the bully to ensure an education of correct behaviours is in place.

#### The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents who feel that the issue has not been resolved with the class teacher should contact the Head Teacher.

6.3 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

#### The role of the pupils

7.1 Pupils should be actively encouraged to report any incidents of suspected bullying to an adult in school. They are also encouraged to:

- Tell a friend
- Tell their class leader
- Tell a play leader
- Tell any adult they trust
- Use the friendship bench
- Write their concern and place it in the 'worry box'
- Tell their parents
- Discuss it in PSHE

7.2 The Junior Leadership Team are involved in suggesting strategies to combat bullying and reviewing procedures in place in school.

7.3 Playground leaders are actively involved to defuse situations which could result in children being bullied.

#### Monitoring and review

8.1 This policy is monitored on a regular basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **Appendix 1**

