



Cams Lane Primary School

Behaviour & Anti Bullying Policy

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| Reviewed | Sept 2022 |
| Reviewed | Sept 2023 |
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Our School Motto

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

“BELIEVE, LEARN, INSPIRE”

Ours School Vision Statement

Together, as a Cams Lane family, we will inspire everyone to be the best they can be. Guided by our school values, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture positive relationships and develop the confidence and pride within each person.

Rationale

At Cams Lane we aim to create a safe and happy environment where good behaviour enables all to feel secure and where children are ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each child is an individual with differing needs. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible citizens.

Aims

Our pupils at Cams Lane believe that our school is a caring, protective place to come to school. They expect that all pupils are treated equally and with respect, and children treat others how they want to be treated themselves. Our staff provide a nurturing, safe environment for all pupils. Each day is a new start, a fresh day where children are greeted warmly and with a smile.

We treat children at Cams Lane as unique individuals and provide nurturing support for each and every child with regards their behaviour, and focus on rewarding the positives. We want to build on developing every child and help develop their full potential through positive behavioural experiences. We want to ensure all children’s mental health and emotional well being is fully supported.

Objectives - Through this policy we aim to:

- To provide a stimulating, safe and caring environment in order to develop confident children
- ensure a consistent and calm approach to and use of language for managing behaviour
- ensure that all learners are treated fairly, shown respect and that good relationships are promoted
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any issues personally
- promote children’s mental health, emotional well being and self-esteem by providing effective systems such as using rewards and praising effort in both work and behaviour
- build a community which values kindness, care and empathy for others with a sense of belonging, pride and respect
- encourage a positive, calm and purposeful atmosphere where every child is happy and they can understand the purpose and enjoyment of learning

- value each individual regardless of their race, gender, faith or ability and encourage positive relationships within the whole wider community

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- KCSIE 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Roles and Responsibilities

The governing body

The governing body of Cams Lane Primary School is responsible for reviewing and approving the policy holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Cams Lane Primary School The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviours per the school's Staff Code of Conduct policy
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents The senior leadership team will support staff in responding to behaviour incidents.

Behaviour in School

We teach the children at Cams Lane about our Golden Rules and School Values through assemblies, and our everyday interactions with each other.

Golden Rules

Our Golden Rules apply for all children at Cams Lane at all times and have been decided by all staff. They apply to both inside and outside of the classroom.

At Cams Lane we expect everyone to follow our Golden Rules:

- Show respect
- Be honest
- Treat everyone equally
- Keep your hands, feet and mouths to yourself.

School Values

The Five R's

Resilience

Resourceful

Respectful

Reflective

Responsible

5 Finger Rule

We also encourage pupils to be sensible and respond appropriately to other pupils' actions. The 5 Finger rule helps children to remember what to do:

1. Ignore
2. Block – "I'm not listening" or just walk away
3. Ask them to stop
4. "If you carry on, I'm going to tell a teacher"
5. Tell a teacher

Rewards & Praise

At Cams Lane we aim to reward and praise children for their good efforts. This happens in a variety of ways.

Merit Points:

These are awarded for good work. Pupils have a merit card which they add on merits once each week. The day to day merits are collected by the teacher and it is indicated in the child's book through marking or stickers.

Once a week the teacher shares with the child how many merit points they have collected and how many more they need for their certificate.

When they collect 25 merits they receive a Bronze certificate, 50 a Silver certificate and 75 a Gold certificate which are printed with their name. These are awarded in Golden assembly.

House points

House points are a whole school reward system for good behaviour and to encourage the children to work together to follow our Golden Rules and shared Values.

- All children are grouped into one of four houses – Hargreaves, Peel, Kay, Crompton
- Each class has a laminated poster showing houses and house members
- Points are given by members of staff for behaviour, following the Golden Rules and school's Values
- Whenever a child receives a point they put it on the class chart.
- Each team has a house captain chosen from Y6
- The house captains count the points on a Friday lunch-time, ready to be announced in the Golden assembly
- The class with the greatest number of house points will win the House Cup for the week

Golden Book

Children are nominated each by staff and are announced in the Golden assembly on a Friday – they receive a Headteacher sticker and they receive a Golden Certificate. Also children are listed in the weekly newsletter.

Lunchtime Award:

Each week the lunchtime supervisor selects a child from KS1 and KS2 to get a lunchtime certificate in Golden assembly

Spotted Tickets:

These are given out as a special raffle ticket for good behaviour around school and put in the Spotted box. A winner is then drawn out of the box in Golden Assembly each week for a Headteacher prize.

Headteacher Postcards:

These are sent out weekly, one per class, from the headteacher in agreement with the class teacher. They are sent anonymously addressed to the child and posted to their home address. They can be for a variety of reasons for example, great work in lessons or super attitude.

Headteacher Awards:

These are given out each week for some special recognition from the Head

Headteacher stickers:

These are awarded for extra special work or behaviour when children come to visit the Headteacher.

Attendance Awards:

These take place as weekly - a class award for both Key stages and also as individual awards at the end of the year.

Good to Be Green scheme:

The Good to be Green system provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and sanctions for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

Good to be Green principles:

- Each day is a new day.

- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices.

Rewards in the Good to be Green system:

Privilege Card

As part of the Green card system, children can now collect a Silver Privilege Card in the class chart. This will enable them to have some personal reward. For example, going to the front of the dinner queue, having a mini prize. This can be given for great behaviour, following instructions, listening well in class – all related to their class rules.

Good to be Green Raffle

Any child, who stays on green for the whole half-term, will be entered into the class draw for the half-termly class prize drawn in Golden Assembly

Extra Playtime

Any class that stays on green all week (no red or yellow cards) will get an extra ten minutes play on Friday afternoon

Golden Session

This takes place every half term. We accumulate Golden Time to make it an afternoon where children can thoroughly enjoy and have activities that are exciting and memorable. We make the session purposeful and rewarding for the children. It can also match the children's interests and encompass their enrichment and extra-curricular activities. For example, some sessions may be Crazy Science Activities, Class Rounders match, Art n Creative activities.

The following children will be excluded from the Golden Session:

If children have been on report that half term

If the child has had three red cards that half term

They will spend their time reflecting on their behaviour and how to improve it with the Headteacher.

Consequences

Actions taken by the teacher:

Every effort will be made to be patient, not shout and to reward good behaviour. However, where rules are broken or where the actions of a specific child effect the learning of other children or disturbs the teaching of a teacher the following actions will be taken. There will then be consequences that follow.

1. A 1st verbal warning (this may be recorded on the board as a tick)
2. A 2nd verbal warning – where the yellow card is put on the desk as a visual reminder
3. A yellow card – is given and yellow card is put in the chart
4. A red card
5. Going on report
6. Internal exclusion
7. Suspension
8. Permanent exclusion

Consequences:

A yellow card

This means losing 5 mins of Friday's playtime. They may be able to earn this time back, by behaving well for the rest of the day. Yellow cards are recorded on the class sheet.

If a child gets 2 x yellow cards in a week then they miss two lots of 5 mins. If a child gets 2 x yellow cards in the same day then it converts to a red card. If they receive 3 or more yellow cards in a week it will immediately be turned into a red.

Teachers can choose to address yellow card during a play time in the week themselves, where the child is spoken to by the teacher and the issue is discussed, sharing high expectation of behaviour. If the discussion is completed then the child could have the remainder of the playtime. Toilets must be used if playtime is missed completely

Missing 5 mins of playtime can also be used to complete work if this is the reason for the yellow card.

If this is the case then they don't miss the 5 mins of playtime on a Friday

A red card

The class teacher then sends a message to the office to send a **text out to parents**.

This means that the child loses all their playtime on a Friday

If necessary at the time a child on a red card can be **sent to another class** with work to do.

If they refuse to leave the classroom or follow instructions, then they will receive an **internal exclusion** the next day. If they still continue to behave poorly, then Mrs Graves or if not available, then one of three other SLT member will be called for

They **are not** sent to the green room

They **are not** asked to stand outside the room

If a child receives a red card they will **miss team training and any sports matches** that week. Ideally the child will be collected from school at 3.15. If this is not possible, they will attend training/match and watch to be collected at the end.

Reinstatement on the team for the following week needs to see an improvement of behavior.

Recording of Red cards:

The adult who gives the red card needs to log it on the behavior chart giving details of what happened and also inform the class teacher.

At lunchtime - The lunch time supervisors will inform the class teacher of the incident so it can be logged and Nicky will then ask for the text to be sent home.

Red card sheet with details on is sent to Headteacher at the end of the week with the class sheet recording all yellow and red cards by Friday pm playtime.

Going on report

The class teacher must **make a phone call to parents or meet with** them to explain why the child is going on report.

If they receive one red card per week, over 3 consecutive weeks, they will go on report.

If a child receives a second red card in the same week they will go on report. Improved behaviour will indicate as to whether they come off report and make a new fresh start.

If a child is on report they will miss team training and any sports matches that week. Reinstatement on the team for the following week needs to see an improvement of behavior.

Internal exclusion

If the child receives further red cards whilst on report they will have an internal exclusion of between 1-3 days in another classroom. This will happen in a nominated classroom. The teacher should provide adequate activities to keep the child occupied for the session. They will miss any classroom activities and after school clubs/team representation. If there is an extreme case where the Health and Safety of the child or other children is compromised then swimming/school trips will also be considered to be missed.

Continued inappropriate behaviour:

The child will automatically be referred to the SENco where an Individual Behaviour Plan will be put into place to support the child and the family. Meetings will also be held with the Headteacher and parents.

Communication of Behaviour

School recording system called CPOMs will be used for recording of ongoing issues of poor behaviour and also serious issues, including bullying. Parents will also be informed and spoken to by the class teacher, or SLT if necessary, of any concerning issues of behaviour

Suspensions and permanent exclusions

Suspension and exclusion is used only for very serious incidents or when behaviour hasn't improved when other methods of support have been in place and positive support given. Only the Headteacher has the authority to suspend/exclude a child from the school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. If the Headteacher suspends/excludes a pupil, they will inform the parents immediately, giving reasons for the suspension or exclusion. At the same time, a letter and pack of work will be put together. The work must be completed at home and returned on the first day back into school. There will be a reintegration meeting before the child is allowed back into class with Headteacher, parents and child.

In the letter, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Headteacher informs the Chair of Governors about any exclusion, and also the LA regarding permanent exclusions.

Use of the Green Room

This is a chill out, calm room and a safe space for children. Children should not take themselves there or walk out of class without their class teacher knowing. The teacher should not send them out of class as a punishment to go to the green room. Behaviour policy should be followed. If needed the teacher will send them to the green room for a specific reason **with a green card**. They will receive support, talk about their feelings and complete relevant activities. They will not be given sanctions from the staff in the green room or told off.

Minor Behaviour on the Playground

This is behaviour that needs to be addressed straight away but doesn't as yet warrant a yellow or red card. The child will be asked to stand with the teacher or member of staff on duty.

Behaviour in Reception Class:

In the Reception class the children follow stage 1, 2 and 3 of our school policy, then a stage 4 Red card there is a slight difference. The younger children need an instant consequence to be able understand rules and consequences. A red card in Reception means that they will have an instant 4 or 5 minute time out depending on age and parents would be informed at the end of day. In addition to this, the child will have their favourite activity taken away from them for the remainder of that session i.e. block area or outside play (either morning or afternoon). If this behaviour continued into another red card, they would leave the FSU for a time out in another classroom.

Special Educational Needs and Children in Crisis

As a fully inclusive school, we understand that some children need extra support.

There may be a child, who for whatever reason, the red card and going on report doesn't work and is ineffective. They may be in crisis, have specific issues and special educational needs which effects their behaviour.

For these individuals there need to be flexibility and a different approach. It is important to work together, and have clear lines of communication with parents, class teacher and SENCO, and also the child themselves.

A child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. They may also have separate timetables and activities to support them.

A child may times exhibit crisis behaviours and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will not have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of face with a different adult then this is a strategy to be used. This may also be the case if an adult is finding the situation tricky or an adult is being hurt by a pupil. A child in crisis may require support from the pastoral team and may need time away from class in the quiet room. Further interventions may then be required, which will be planned with support from the SENCO and Pastoral Lead.

Use of Reasonable Force

School is trained in Team Teach and staff will use the techniques taught. Most KS1 staff have had training and will utilise them together with children when needed. This is more about de-escalation rather than physical restraint. These techniques are not just to be used on SEND children either. If physical restraint is needed then the correct techniques are used and the incident is always recorded on CPOMs.

Specific behaviour issues

Child-on-child abuse – any allegations or incidents of child-on-child abuse are always taken seriously. Staff should be clear on the processes and procedures, and the important role they play in preventing this as per the school's Safeguarding & Child Protection policy.

Behaviour incidents online – Online safety is an integral part of the curriculum at Cams Lane. Any allegations or incidents of inappropriate online behaviour or negative online interaction will be addressed with the same principles as offline behaviour and will follow the school's Safeguarding & Child Protection policy where appropriate.

Mobile Phones – Pupils are only able to bring mobile phones into school for the purpose of safely traveling to and from school, if doing so independently. Parents/carers must give specific consent for mobile phones to be brought into school for this purpose.

Mobile phones are turned off when on school grounds, are collected at the start of the school day, stored securely and then returned to the pupils at the end of the school day. No pupils are permitted to use mobile phones during the school day.

Suspected criminal behaviour – if school staff suspected a child of being involved in criminal behaviour, school would investigate appropriately to determine if the police should be contacted. School would follow advice from Police or social care.

Anti Bullying

It is a government requirement that all schools have a policy which refers to anti-bullying.

The school is committed to providing a caring, friendly and safe and secure environment for all of our children, so they can learn in a secure atmosphere without anxiety. 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 minimisation of bullying in our school. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity.

Objectives

1. To make clear to children, staff, parents and guardians that bullying is unacceptable.
2. To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying.
3. To provide a clear framework for dealing with incidents of bullying.
4. To educate children in resisting bullying.
5. To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
6. In accordance with the school's ethos to instil in all members of the school community a sense of caring and kindness for one another.
7. To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and thus treat each other respectfully.
8. To ensure that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self esteem.
9. To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others

Defining Bullying

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally".

"Deliberately hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves".

Bullying is, therefore:

- **Repetitive and persistent**
- **Intentionally harmful**
- **Involving an imbalance of power**

We believe that regardless of the intent, if the act is perceived by the other person as hurtful, it is counted as bullying, and reparation has to be made.

Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. **Such perceptions of bullying should be taken seriously.**

Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

METHODS OF BULLYING

Bullying- Examples of Bullying Behaviour

- 1 Emotional: Being unfriendly, excluding, tormenting, threatening gestures
- 2 Physical: Pushing, kicking, hitting, punching or any use of violence
- 3 Racist: Racial taunts, graffiti
- 4 Sexual: Unwanted physical sexual contact or sexually abusive comments
- 5 Homophobic: Because of, or focussing on the issue of sexuality
- 6 Verbal: Name-calling, sarcasm, spreading rumours, teasing
- 7 Sexist/Gender: unwelcome comments, sexual assault, unwanted physical contact
- 8 Cyber: All areas of internet, such as email, along with mobile threats by text messaging & calls “virtual” bullying. This can happen outside of school and when its impact in school, it must be dealt with in line with this policy.
- 9 Misuse of associated technology: i.e. camera and video

Bullying can be very apparent through physical harm or low level underhand name calling which can have a significant impact on its target as well and both must be taken as seriously as each other.

Signs and Symptoms of a Bullied Child

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs, and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away

- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Standard of school work falls
- Clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home and in school

These signs and behaviours could indicate other problems, but bullying should be considered a possibility, and should be investigated.

Prevention

Pupils at Cams Lane learn best in a safe and calm environment. The Golden Rules are a thread throughout the whole school and promote keeping hands, feet and mouths to yourself and treating each other equally and with respect. The values of respect are taught through classes, assemblies, drama projects and safety events. Values of treating each other with kindness are inherent in the corridors, dinner hall and playground. Staff promote positive values at all times. Children are clear on their role as bystanders, what their part they can play to prevent bullying as well.

Preventative Strategies

- School vision promotes a shared climate of trust and respect for all.
- Curriculum: Uses a range of methods to promote anti-bullying practice: drama, role-play, stories etc.
- Rewards: Used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

- Pupil Voice – Surveys and questionnaires
- Well-Resourced Play Opportunities: All children have equal access to school equipment and play areas.
- Staff Vigilance: Staff to be aware of potential for bullying: careful regard to their own supervision, to follow school rules etc
- Staff Training: All members of staff attend training, when necessary, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The Role of the Teacher and Support Staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

The ethos and working philosophy of Cams Lane Primary School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying through School Council discussion, Collective Worship and through the curriculum, where applicable.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

For children who are being bullied

- If you are being bullied tell someone, preferably a trusted adult
- If you can, write down everything that has been said or done to hurt you.
- Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault
- Make friends or stay with a crowd
- If worried, stay near a supervisor at playtime and, if possible, walk home with a friend
- Expensive toys and large sums of money should be left at home
- Try not to show you are upset
- Stay calm – say “No” clearly and walk away to safety. If possible, tell an adult straight away
- Use the Five Finger Rule
- Use our Pastoral Support Worker

For children who see someone being bullied:

- Try to be a friend to the person who is being bullied
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child
- If you see anyone being bullied, tell an adult immediately

For children who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others

- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else
- Use our Pastoral Support Worker and Green Room

The Role of Parents

Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Allow the school to resolve the problem with the bully/ies and their parents. All parents are strongly requested that they do not involve themselves in any investigation to bullying.
- Encourage their child to behave responsibly on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or if they suspect that their child may be the perpetrator of bullying.
- Contact the Headteacher / Deputy Headteacher if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Follow the school's complaints procedure (as detailed in the school prospectus and website), if they remain dissatisfied.
- Ensure that their child arrives and leaves the school site safely.

Reactive Strategies

Staff have the responsibility to:

- Investigate and where appropriate, report an act of bullying to the SLT
- Produce a log of all incidents on CPOMS
- Where a member of staff becomes involved in an incident, they will make the appropriate means to support the victim/s and challenge, sanction and support where necessary, the perpetrator/s.
- Where a child is being bullied over a period of time, and after consultation with the SLT, the parents of all children will be contacted in order to find resolution.
- In more extreme cases, e.g. where these initial discussions with parents have proved ineffective, the Headteacher may contact external support agencies, e.g. Community Police, LA Anti Bullying Coordinator.

The Role of the SLT.

Responsibility to:

- Set the school climate of mutual support and praise for success, so making bullying less likely.
- 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 identify and deal with incidents of bullying.
- Report to the governing body about the effectiveness of the anti-bullying policy on request.
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Draws the attention of children to this fact at suitable moments e.g. assembly
- When applicable, arrange for staff to receive sufficient training in order to be equipped to identify and deal with all incidents of bullying.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Responsibility to:

- Monitor incidents of bullying that do occur, and reviews the effectiveness of this policy annually. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 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.
- Respond to parental dissatisfaction with the way the school has dealt with a bullying incident. The governing body responds within ten 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.

Recording and Monitoring of Bullying Incidences

Any adult who witnesses an act of bullying should record this as soon as is practicable and pass on to the SLT and the Headteacher will then record the allegation on CPOMS and logged in Safeguarding folder. Midday Supervisors will log children's inappropriate behaviour in their pocket books which will then be given to the class teacher so that the appropriate action can be administered. The Senior Leadership Team will monitor the regularity of bullying incidences each half term and will act accordingly. Any incidences of bullying and the outcomes of any investigations will be highlighted at all Governors' meetings.

Resolution of Bullying Incidence

The parents of the perpetrator and also the victim may be questioned about the incident or about their general concerns. The bully will be sanctioned but also supported, in response to the incident/s; this will be decided by the Headteacher and shared with the parents involved and the victim. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc. If possible, the pupils will be reconciled. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Suspension/Exclusion - Persistent acts of bullying by children can result in the child facing an exclusion (see Behaviour Policy)

Read in conjunction with the following school policies:

E-Safety, Safeguarding and Child Protection, Equality, Staff Code of Conduct, Exclusions and Complaints.

