



# Waddington All Saints Primary School

“If they have wings, why make them walk?”

## **BEHAVIOUR POLICY (Including anti-bullying) Updated September 2016**

**This policy should be followed with due regard to the requirements of the School’s Equality and Diversity Policy.**

### **The principles**

1. The governing body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school’s policy and associated procedures.

### **Roles and responsibilities**

2. The governing body will establish the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school’s expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

3. The headteacher will be responsible for the school’s policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school’s leadership team. When a colleague is faced with challenging behaviour, the Headteacher or other member of the SLT will take responsibility for providing support for colleagues to:

- Ensure a positive climate for learning and behaviour management that meets the needs of all pupils;
- Identify antecedents and triggers for negative behaviour;
- Develop behaviour management strategies that will impact positively on behaviour;
- Identify changes to provision that might impact positively on behaviour.

4. All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied as it is recognised this underpins effective education. Mutual support amongst all staff in the implementation of the policy is essential. They should monitor behaviour, not simply with a concern about control, but in order to evaluate how staff are individually and collectively dealing with challenging behaviour, disruptive behaviour and passive behaviour. Staff have a key role in advising the headteacher on

the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

5. The governing body, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

6. The governing body, headteacher and staff acknowledge the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special needs.

7. All staff are responsible for setting clearly defined and high expectations for behaviour when working with classes, groups or individuals. (**see Appendix 1**)

8. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By actively supporting the school in our policy by expecting their child to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

9. Pupils will be expected to take responsibility for their own behaviour and that of their friends and peers on or off the school site. They will be made fully aware of the school policy, procedure and expectations. They have contributed to the development of a code of conduct for pupils which is regularly referred to and informs the expectations within school. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## Procedures

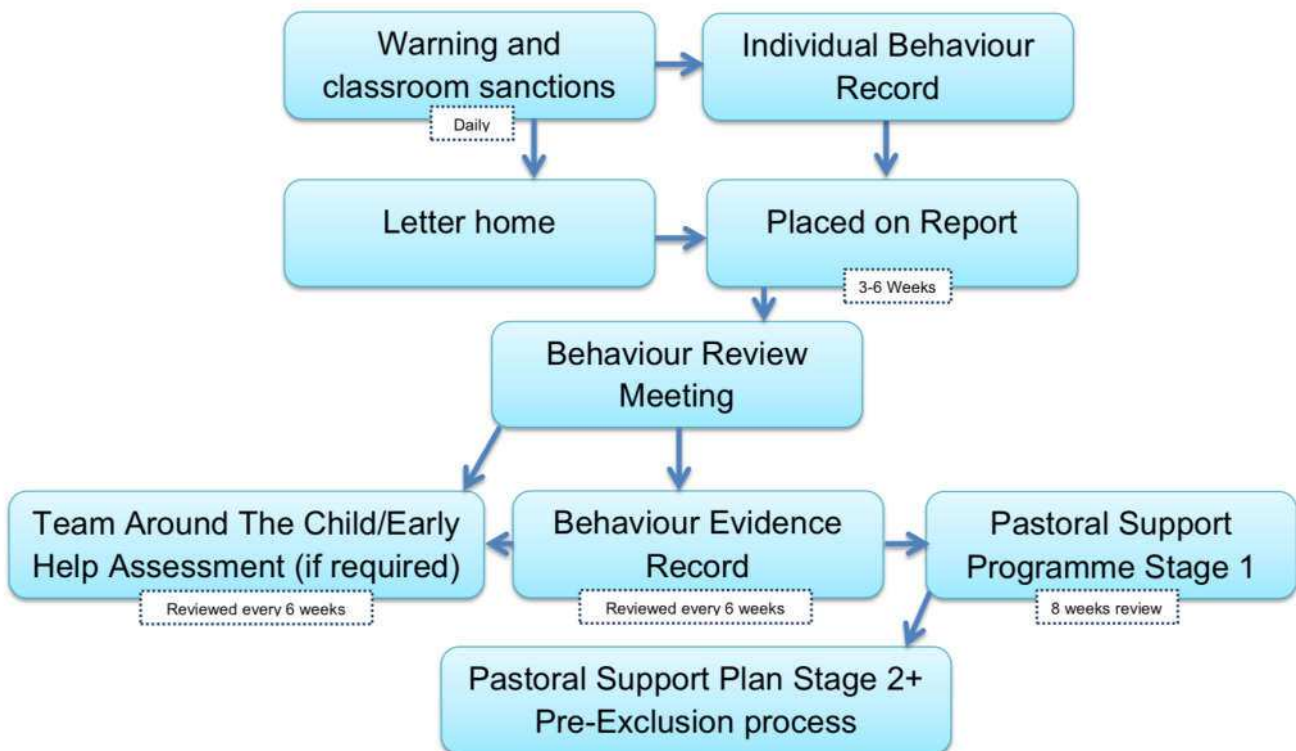
10. The procedures arising from this policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

## Rewards (see appendix 2)

11. A school ethos of encouragement is central to the promotion of good behaviour and we are clearly focussed on the intrinsic motivation of 'being successful in our learning' as the most significant reward for our pupils. On occasion however, extrinsic rewards may also be used in helping us to promote good behaviour. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

## Sanctions (see appendix 3)

12. Sanctions are needed to respond to inappropriate behaviour and should be applied consistently.



A range of sanctions are clearly defined in the procedures (See appendix 3) and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## Outside of the school gates- teachers' powers

If non-criminal bad behaviour or bullying is perpetrated by our pupils off the school premises, and it is witnessed by staff or reported to the school, then teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

13. Teachers may discipline misbehaviour when the pupil is:
- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### Teachers' powers

14. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's behaviour occurs outside of school. (This discipline will take place in school)

Teachers have a power to impose detention outside of school hours.

Teachers' can confiscate pupils' property.

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any legislation (e.g. in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. The headteacher may limit the power to apply a particular punishment to certain staff. Corporal punishment is illegal in all circumstances.

At All Saints we will consider whether the behaviour under review gives us cause for concern to suspect that a child is suffering, or is likely to suffer significant harm. Where this may be the case, school staff should follow the schools safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At the point, the school will consider whether a multiagency assessment (EHA) is necessary.

15. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

Teachers have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If items such as weapons and knives and pornography are confiscated, they must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Sometimes they may choose to return it to the child or they may return it to the parents.

### **Training**

16. The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Interrelationship with other school policies**

17. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, safe guarding, special educational needs and the positive handling policy has been established.

### **Involvement of outside agencies**

18. Where pupils display continuous descriptive behaviours school, in liaison with parents will seek advice and support from outside agencies. The school will work positively with external agencies which are involved with pupils. It seeks appropriate support, where possible and practical, from them to ensure that the needs of all pupils are met by utilising the range of external support available.

### **Managing pupil transition**

19. When our Year 6 children move on to secondary school, the year 6 teachers will liaise and discuss relevant information that needs to be passed on. We aim to make the transition to secondary school as smooth as possible for the children.

We also carefully manage the transition between classes in school, ensuring that all relevant information is passed onto new teachers, transition plans are put into place for those children who have specific needs and teaching assistants will often move with a year group for a short period of time to ensure continuity.

### **Review**

20. The headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the governing body informed.

21. The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the

headteacher, staff, and parents. This policy will be disseminated to governors and parents each year.

22. The outcome of the review will be communicated to all those involved, as appropriate.

### **Our school ethos and expectations**

At All Saints we promote positive behaviour within our classrooms and shared spaces. If children need to be reprimanded about inappropriate behaviour it is done in a constructive way, with appropriate respect and dignity without humiliating or 'putting down' the child. We try to avoid using aggressive or intimidating methods as we believe that we are setting an example to the children.

Praise is used as a reward to promote positive behaviour. We believe that our children should develop a love for learning and that learning should be a reward in itself.

We explicitly teach our children the good behaviour that we expect in school. This is done through assembly time, class worship, transition days and during PSHE. During these times we teach and discuss the importance of the following:

#### School PRINCIPLES of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Children will respond willingly and quickly to a reasonable request from an adult.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Corporate approach but with due regard for individual circumstances

### **All-Saints School – Our Pupils' Code of Conduct**

Pupils at this school expect everyone to:

- treat one another with respect, taking responsibility for the impact of our behaviours, actions and decisions on others.
- move around the school in a safe and sensible manner, staying to the left in corridors; That when moving as a class all pupils will move around the school, including arriving at and leaving assembly, in silence;
- engage in learning around shared spaces, pupils will show respect for other learners by maintaining an appropriate noise level.

#### All-Saints School – Broader Expectations of Behaviour

- That we all make decisions that are based around keeping ourselves and others safe;
- That all pupils will dress in accordance with the schools uniform policy, this includes PE kit; When inside the school building sweatshirts will not be worn tied around the waist;
- That we all take responsibility for picking up any litter in the school building or outside and placing it in a bin, even if we didn't drop it; That we all take responsibility for picking up belongs that are left on the floor around school, even if they are not ours;

- That pupils make healthy choices about the snack foods that they bring in to eat at break time;

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking ( including Cyberbullying)
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

### **An anti-bullying school**

At All Saints we believe that everyone has the right to learn and work in a safe and positive environment. Bullying will have a negative impact on this so we have set out below guidance on the behaviours that might indicate a bullying issue, how we will respond to this and the roles that we all have in tackling and responding to bullying. All reports of bullying will be recorded and monitored. Where there is evidence that a child is being bullied, sensitive intervention will take place to stop it.

### **What type of behaviour might indicate a bullying issue?**

*The wilful, conscious desire to hurt, threaten or frighten someone else.*

Aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

Behaviours that we look out for:

- \* verbal eg name-calling, nasty comments in school or evidence of cyber bullying
- \* mental eg being threatened or forced to do things
- \* social eg being left out of things or no one talking to you
- \* material eg possessions stolen or property damaged
- \* physical eg being assaulted

Verbal, social and mental forms of bullying are much more common than material or physical bullying. Name calling is by far the most common form.

How serious the bullying is depends on a lot of factors including:

- \* how much the bullying child intended to hurt
- \* how much the bullied child was hurt
- \* how much threat was used
- \* how often it happens
- \* how many perpetrators are involved

### **How we create an anti-bullying climate within the school**

The Curriculum Across all appropriate areas of school there is a focus on relationships, respect for others and tolerance. Children are taught to value other people and respect their feelings, and to have the confidence to articulate any concerns. These lessons and values are reinforced during Circle Time and assemblies.

School Ethos Staff demonstrate respect and tolerance in their relationships with each other and with the children, and constantly reinforce this behaviour amongst the children.

Procedures for investigating incidents of bullying are set out in Appendix 4



## Appendix 1

### Classroom management and Behaviour Strategies

At All Saints we strive to create a positive classroom culture, where learning is of the highest importance. We believe all children respond well if our expectations are clear and at a level they understand.

We will:

- Teach the children explicitly about the behaviour we expect in school, through our 'Code of Conduct'. We are also clear about behaviours that are unacceptable.
- Emphasise pupil's responsibility for their own and their peer's behaviour.
- Inform parents quickly if a child is identified as struggling to follow behaviour expectations.

In order to support us in doing this, we adopt Positive Behaviour Management Strategies.

**Listed below are a range of strategies which are proven to have been effective in positive behaviour management;**

❖ **Positive Feedback-** Acknowledge/Approve/Affirm:

Actively acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

- ❖ **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ❖ **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- ❖ **Non-verbal Cues-** hands up.
- ❖ **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ❖ **Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ❖ **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering. *Note: if persistent low level behaviour is ignored, this is not using the 'tactically ignore' strategy.*
- ❖ **Physical Proximity-** move closer to a disruptive pupil
- ❖ **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

When positive behaviour management is consistently applied in class and seen as the norm then short appropriate instances of corrective behaviour management are highly effective as they stand out as exceptional.

## Appendix 2

### Promoting and rewarding good behaviour

#### Key points

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

- We will always endeavour to achieve a balance which is far more about reward and positive intervention than punishment.
- We look to recognise and praise consistently good behaviour and improved behaviour.
- We will actively seek to praise and reward pupils who, rather than acting as passive bystanders, act positively in standing up against the poor behaviour choices of others.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

Learning that has been successful and enjoyable should itself be the reward. However, it is recognised that it is important to encourage the children to communicate their success with parents and carers to ensure that they feel involved and aware of day to day successes and that children are able to explain how they have achieved in their learning.

Other rewards are:

- 1) In response to individual circumstances which require a different approach
- 2) All Saints Good Role Model Postcards – 4 per week for each class in school
- 3) Super 6 assembly and Star of the Term nominations

FS and KS1 also have 'Ask me what I did...' stickers - These should only be awarded if the child has made significant progress in any area of learning that indicates that they have attained or achieved something noteworthy. They should be viewed as an investment in learning. This is similar to the criteria for involvement in High Flyers.

## Appendix 3

### Sanctions

If a child should choose to break the rules in class, the following sanctions will apply for that day:

Stage 1	A warning
Stage 2	Timeout (from an activity or in another classroom)
Stage 3	Sent to the Team Leader (recorded on the Individual Behaviour Record)
Stage 4	Removal to another classroom for the remainder of the session
Stage 5	Referred to the Headteacher (not detention)
Stage 6	Letter sent to parents (recorded on the Individual Behaviour Record)

### Sanctions

Sanctions are the consequences of unacceptable behaviour, and the child knows these in advance. The sanction is therefore a choice for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour. When the child is behaving inappropriately he/she will be stopped. The unacceptable behaviour will then be pointed out and the warning about each sanction will follow if the behaviour continues. The child will be told which stage they are on and the choice they now face.

Unacceptable behaviour that would move a child up through the sanctions would include:

- Constantly calling out
- Intentionally distracting other children
- Persistently talking whilst an adult is talking
- Intentionally mistreating property
- Throwing items such as pencils/rubbers
- Refusing to work or comply with instructions which are reasonable
- Disrespectful to others

Unless there is a behaviour plan to deal with it, more serious inappropriate behaviour will move a child to stage 5 without going through any of the other stages. This may lead to an internal or fixed term / permanent exclusion where appropriate. More serious behaviour includes:

- Swearing or being rude to an adult in an aggressive manner
- Damaging property
- Out of control physical fight
- Assault on a staff member or another child

### Detention:

Detentions are given for behaviour issues which take place outside of the teacher's classroom management. This will include play and lunchtime incidents of rudeness, violence or failure to respect the rules in relation to bikes, scooters and movement around site. At this detention the Headteacher will talk to them about the choices they have made, their impact upon others and how they should have responded.

We monitor any emerging patterns, through on-going Individual Behaviour Records — with due regard to age, ethnicity, gender, special educational needs, disability etc. If any children are identified as regularly triggering sanctions, staff will look at further support or intervention that the child may require.

## Report

If the behaviour record demonstrates that a child is regularly reaching stage 3 and/or detention on the sanctions, the Team Leader, in discussion with the class teacher will make the decision as to whether or not that child should go on 'report'. If it is decided that the child will go on to report then parents will be informed and invited in for a meeting with the class teacher, to discuss how home and school can work together to improve the behaviour (See the 'Significant Concerns' flow chart).

The class teacher will hold a 'Behaviour Report Card' for that child and record the child's successes and negative choices. This will be completed daily by the class teacher. Parents will be asked to come in regularly, during the report period, so that the 'Behaviour Report Card' can be shared with them.

Children are unlikely to be permitted to attend or take part in optional activities or responsibilities while on Report. This will include attendance at school clubs, special privileges/responsibilities, representing the school etc.

Every **Monday**, after assembly the child will take their 'Behaviour Report Card' to the Headteacher or Deputy Headteacher. At this meeting they will have an opportunity to discuss their behaviour choices and offered support as to how they could improve their behaviour in the future.

A child will be on report for three weeks. During this period behaviour and provision will be monitored to ensure that the child, parents and school are doing everything possible to address behaviours and meet needs. At the end of the three weeks a decision will be made by the Senior Leaders involved, in consultation with the class teacher as to whether the child should:

- Come off report
- Have an extended period on report (1-3 weeks)

If after the period on report there is significant concern that the child is persistently breaching the behaviour policy of the school, the parents will be requested to attend a behaviour review meeting (BRM). This meeting will be attended by: the parents, the class teacher or team leader and the head teacher or deputy head teacher. This meeting will be in response to persistent breaches of school policy and will be to consider the steps necessary to avoid an exclusion. At this meeting the underlying issues leading to poor behaviour will be discussed and it will be agreed what the child, the family and the school need to do to bring about measureable improvement. This will include consideration of "Early Help Assessment" or a "Team Around the Child" process to support the family where appropriate.

Following this meeting a behaviour evidence record will be started or reinstated. Behaviour evidence records show how the school has tried to respond to individual needs, the impact of parents in supporting their child to comply with the policy of the school and an evaluation of the impact of intervention by the school and other agencies where appropriate. In the event of exclusion this record will be used to evidence what has been done to support the child to improve and the reasons why exclusion became necessary. This evidence record will also transfer with them to their next school.

A child may not be placed on report more than twice in an eighteen month rolling period. Should the child trigger a third time, they would move directly to a BRM and a behaviour evidence record.

## **Evidence Record**

A "Behaviour Evidence Record" will be established and a "Pastoral Support Plan" will be developed by the school and implemented. This will be reviewed by parents and class teacher on a weekly basis. After a period of six weeks a formal review will take place. The notes from this review will include:

- 1) Evaluation of the progress of the family, child and school in teaching and ensuring the child is making positive behaviour choices.
- 2) Assessment of the impact of their behaviours upon the learning and safety of themselves and others will be.
- 3) Consideration of any further support required.

## **Internal Exclusion**

When a child is at risk of exclusion in line with the Behaviour Policy, we will often opt to use internal exclusion as a means for avoiding an exclusion from school. This means that the child will be excluded from joining their class for a fixed period (usually not exceeding one day initially) and then returned to class. An internal exclusion record should be filled in by the class teacher. It should be emailed to relevant staff and filed. Should there be a repeat of the behaviour the child can either return to internal exclusion or be excluded from school (see below).

An adult will monitor the child and they will receive appropriate support. Resources and enough work will be set at an appropriate level so the child can work on their own. Relevant paperwork will be completed by staff and parents informed.

## **Fixed Term/Permanent Exclusion**

We reserve the right to exclude for a fixed period for acts of physical aggression, verbal abuse, bringing harmful substances/objects on the premises, acts of vandalism and stealing, racial abuse, sexual misconduct and persistent disruptive behaviour which prevents others from learning. Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion as may be persistent disruptive and threatening behaviour or repeatedly refusing to follow school rules. If a child is deemed to make other children unsafe or significantly harmed the education of other children he/she may be permanently excluded.

**We must make sure the school is a safe place for all adults and children.**

## **The power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. We will only use reasonable force as a last option when all other techniques have been exhausted. For children where reasonable force is likely to be used regularly a positive handling plan will be developed with parents and implemented as and when required. Please see the Positive Handling Policy for further information.

**Action taken against pupils who are found to have made malicious accusations against school staff.** The headteacher and governing body will assess the situation and refer the child to specialist support to determine if this would help to support the child further. The headteacher and the governing body have the right to enforce a fixed term or permanent exclusion.

## **Letters to Parents**

A standard behaviour letter will be sent home for the following reasons:

1. A serious breach of school discipline
2. A child reaching stage 6 of the classroom sanctions
3. Significant 'bullying reports' about a child or evidence of sustained bullying resulting from monitoring by school staff.

## Appendix 4

### Procedures for investigating incidents of bullying

- a) Children should always be encouraged to report to a teacher or parent if they feel that they are being bullied or harassed.
- b) The class teacher should be made aware of any concerns in relation to bullying immediately. The teacher will check the Parent Partnership file to ensure that there are no previous incidents that need to be taken into account. The concerns will then be investigated by the class teacher in communication with the Team Leader and the Headteacher informed if bullying is taking place.
- c) The Headteacher or Team Leader will decide whether it is necessary to request that the parents of the children concerned attend a meeting to discuss the matter.
- d) The teacher, supported by the Team Leader, will undertake work with those displaying bullying behaviour so that they are aware of the effect their behaviour has on the victim and to ensure that the bullying behaviours stop.
- e) All concerns will be monitored for an appropriate period of time and all reported incidents logged.
- f) If the bullying behaviours and concerns persist the Deputy Headteacher/Headteacher will become involved to achieve resolution.
- g) If after a period of time the bullying behaviours reoccur, please inform the school to make us aware that the issues are unresolved and require further monitoring and intervention.

**We all have a role to play** in ensuring that as far as possible the environment we create for our children in All-Saints is safe and how we can do that is set out below;

#### The school's role

We can set the right ethos by:

- \* raising awareness about bullying
- \* discussing it within the curriculum and seeking to prevent bullying behaviours
- \* encouraging children and parents to understand what constitutes bullying behaviour and to report it
- \* supporting children affected by bullying behaviour
- \* changing the bullying behaviour
- \* recording and monitoring any instances of bullying

#### Parents' role

- \* Look for warning signs which may point to bullying
- \* Listen and give reassurance
- \* Take it seriously and report it to the class teacher
- \* Work in partnership with the school in tackling the problem whether your child is the bully or the victim
- \* Bring reoccurrences to the school's attention

#### Children's role

- \* Take responsibility for creating a bully-free school
- \* Always report incidents of bullying to a teacher
- \* Take responsibility for their actions and impact upon the feelings of others