



Bolham Primary School

Acceptable Behaviour and Discipline Policy

AIMS AND EXPECTATIONS:

At Bolham Primary School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our Behaviour Policy is to promote good behaviour. We consider that the best way to encourage good standards of behaviour is a clear Code of Conduct, backed by a balanced combination of rewards and consequences, within a positive community atmosphere. We seek to find new opportunities for praise and encouragement and new incentives for good behaviour. See Appendix I ('Rewards and Sanctions').

We believe that school rules (Code of Conduct) are important as they provide a framework within which relationships can develop and grow in a positive way. In order to give pupils responsibility for their behaviour, we believe that it is desirable for them to participate in the formulation of school rules.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:-

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.

- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities. (see Appendix II)
- Implement the school Child Protection Policy and Complaints Policy in the event of any allegation concerning misconduct against a member of staff

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:-

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary
- Ensure the pupils in their class develop the class Code of Conduct at the start of each term and refer to them as and when necessary
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Follow the class Code of Conduct
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary, carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary, the school Governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II).

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the Headteacher
- Each class keeps a Behaviour Record Log and there is a Lunchtime Behaviour Log.
Incidents of misbehaviour are kept and monitored by the Headteacher, nominated Governor and SENCO termly.

Appendix 1

Reward and Sanctions

At the start of this year, each teacher formulates with the children in their classroom a Code of Conduct for behaviour in the classroom using age appropriate language. The goal of the plan is to have a fair and consistent approach to establishing a safe, orderly, positive classroom environment in which adults can teach and children can learn. Children will be introduced to thinking about classroom behaviour and lunchtime behaviour through whole school, key stage and class assemblies as well as PSHE lessons.

A Code of Conduct consists of three parts:

- An agreed set of behaviours pupils and teachers want to see in the classroom.
- Positive Recognition in the form of rewards that children will receive for following the rules.
- Consequences that result when pupils choose not to follow the Code of Conduct.

Positive Recognition

We aim to be positive in our approach, to notice and reward good behaviour rather than take it for granted. Staff can use a range of strategies to promote good behaviour. These include:

- Verbal praise
- Stickers
- Learning Leaves
- Work shown to Head/Assistant Head/ SENCO
- Special Mention in the Bolham Bullet

Learning Leaves

Learning Leaves are awarded in recognition of a child's outstanding learning behaviours. A leaf with the child's name and the learning behaviour will be awarded in our Celebration Assembly each week before being 'stuck' on our Learning Tree in the main corridor for everyone to read.

Special Mention

These are for use during lessons or at playtime and lunchtime. They may be awarded for effort or achievement in learning or record children whose behaviour has set an example for others. It is important to record what behaviour the child is being rewarded for (eg. cheering up a friend when they were sad). The book can also be used to praise whole classes for showing pride in their classroom (eg. the classroom was left very tidy/amazing writing on a display).

Consequences

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep the mark. For a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate a pupil. It is crucial in helping to shape acceptable behaviour that children are clear what it is that was unacceptable, and what they should have chosen to do instead.

Consequences are a Choice

For consequences to be effective, and a helpful tool in teaching pupils how to behave, they are presented to pupils as a choice.

Managing behaviour at lunchtime

Mealtime Assistants are encouraged to promote positive behaviour during dinnertime by using the following rewards;

- Use of verbal praise to encourage and develop the engagement in positive behaviours
- Stickers to be worn on school jumpers
- Special mention book: Children who have been seen being kind or thoughtful to others can be recorded in this book, this will be shared in assemblies and through the Bolham Bullet.

However when children choose to break the rules MTA's will use the following consequences;

1. Use non-verbal communication such as body language/eye contact whenever possible (i.e. shake of the head)
2. Give an informal verbal warning that reminds the child that they are choosing to break the rule (say which one) and that if they persist they will get an amber warning card.

3. The child is given an amber warning. This means that the child has 5 minutes time out in the playground. Their name will then be recorded in the Lunchtime Behaviour Log.
4. If the misbehaviour persists the child is taken to stand outside the Headteacher's office and the Headteacher or senior member of staff is informed.

Consequence Hierarchy

When a pupil breaks a rule: Non verbal warnings should be used whenever possible. AN exception to this is when a pupil has an Individual Behaviour Plan .

First incident of misbehaviour	Body language/eye contact to indicate to the child that they need to modify their behaviour.
Second incident of misbehaviour	<p>Informal Verbal warning using the language of choice .</p> <p><u>At Key Stage 1 (KS1)</u></p> <p>Reminder - children are asked if they are making the right choice.</p> <p>Children are given two choices either to behave acceptably and join in with the learning or activity or accept the consequence of loss of some playtime.</p> <p>At Key Stage 2 (KS2) Children are asked if they are making the right choice and are given the opportunity to modify their behaviour.</p>
Third incident of misbehaviour	<p>If a child chooses to misbehave again then at Foundation Stage and KS1 there will be a loss of playtime. The loss of playtime in minutes corresponds to the child's age, eg. 5 years old = 5 minutes lost</p> <p>At KS2 if a child chooses to misbehave again then their name will be written on the board until the end of the day and there will be a loss of playtime sanction, again corresponding to their age.</p> <p>At this point the child's name and their inappropriate behaviour will be recorded in the Class Behaviour Log.</p>
Fourth incident of misbehaviour	<p>KS1 - Children will be taken with an adult to a quiet space to have time to reflect upon their behaviour and to calm down.</p> <p>If the behaviour continues they will be taken to</p>

the Headteacher .

KS2 - Children will have dot recorded against their name on the board which will result in them being sent to the Headteacher.

If a child's name is in a class Behaviour Log three times in a week, parents will be informed via a letter.

Severe Misbehaviour

In the case of serious or persistent misbehaviour, a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the Headteacher. The Headteacher has a range of strategies and sanctions available to them. A decision will be taken when a child's behaviour;

- a. is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
- b. involves serious, actual or threatened violence and or malicious accusations against another pupil or member of staff
- c. puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury

In such cases the parents will be informed and a decision whether to exclude the child for a further fixed period of time or to permanently exclude the child will be taken. The Governing Body will be kept informed of any decisions regarding exclusions.

Challenging Behaviour

In the case that a pupil's attitude and behaviour is not responding to the system of rewards and consequences, and there is persistent inappropriate behaviour the following stages will be followed:

Stage 1: The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate. The pupils behaviour will be monitored and behavioural targets set to encourage the pupil to make the correct choices. The parents will be informed of the concerns about their child's behaviour and regular (daily) contact made to reinforce good behaviour.

Stage 2: The parents will be invited into school to discuss the concerns about their child's behaviour and discuss how best to proceed. The child will be placed on an

individual behaviour plan and their behaviour monitored by the Headteacher and SENCO.

Stage 3: Outside agencies will be involved such as educational psychologists and the behavioural support team. They will offer practical support and advice on strategies that can be used to help support the child within the school setting.

Stage 4: At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parents' consent.

Stage 5: In exceptional cases, there may be times when all the support given does not work and having tried every practicable means of managing a pupil's behaviour, the individual pupil's behaviour is so badly disruptive they have to be excluded from school, or have a managed move to a more suitable setting.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation - Advice for Head teachers, Staff and Governing Bodies - February 2014 (A copy of this document is available from the school on request or to download from the DfE Website). The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

Knives • Firearms/weapons • Illegal drugs • Alcohol • Fireworks • Tobacco and cigarette papers • Pornographic images • Stolen items • Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. The following are items which are banned by the school:

- Mobile phones
- MP3 players or similar

- Jewellery not in accordance with the school uniform policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones. Staff have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm. Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term. Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching bags. Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation - Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils without their consent for such items.

Pupil Conduct and Misbehaviour Outside the School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is: – taking part in any school-organised or school-related activity; or – travelling to or from school; or – wearing the 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.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site. The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action

Off-site Behaviour Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for

head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents. In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned;
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is clearly distressed though clearly not overreacting. The following criteria will be used when considering the need for recording:

(a) Did the incident cause injury or distress to a member of staff or pupil?

(b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;

(c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;

(d) Does recording it help to identify and analyse patterns of pupil behaviour?

(d) Does recording it help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles?

(e) ensuring that staff and pupils affected by the incident have continuing support as long as necessary in respect of:

- physical consequences
- emotional stress or loss of confidence
- analysis and reflection of the incident

Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

Appendix 2

Staff

Rights and Responsibilities

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use all lines of communication To understand the policies and to support the school in all investigations. In the event of witnessing any non-criminal bad behaviour or bullying witnessed outside the school to report the matter to the Headteacher
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Pupils

Rights and Responsibilities

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others both within school and outside the school
To be safe	To behave in a way that keeps them selves and others safe both within school and outside the school
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents and Carers

Rights and Responsibilities

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns.
To have concerns taken seriously	To share concerns constructively

Bullying

All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. There are however a range of behaviours which can cause fear and anxiety. Behaviour such as this is termed bullying

What is bullying?

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, **often repeated over a period of time** that intentionally hurts or harms. It is difficult for victims to defend themselves against it.

Bullying can include

- Name calling
- Malicious gossip
- Teasing
- Intimidation
- Ostracising
- Theft
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking
- Extortion
- Cyberbullying

Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

Our school offers the following contexts in which teachers and children may model appropriate behaviour which can prevent bullying.

Strategies to combat bullying

We aim to include the following in our teaching:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peers
- Social Skills groups

Befriending

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement.

The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

Circle of Friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support Groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then to help resolve the problem.

Mediation by adults

Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

Formal Action

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's discipline policy.

In the case of provable, persistent and violent bullying we will normally seek to permanently exclude the bully.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

Records

The school will keep records of all incidents and the school's response in the Behaviour Log and reported immediately to the Headteacher. The Headteacher will keep a separate log of any 'bullying incidents and the actions taken .

Advice to bullied pupils

EVERY child must know that they are protected, that there adults who can help, and that it is legitimate to ask for help. We will tell our children not to suffer in silence. This will be reinforced through general day-to-day teaching ,whole school and class assemblies and specifically PSHE ethos.

During a bullying incident, pupils will be advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away

After they have been bullied, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about the bullying, pupils should be clear about:

- What has happened to them
- How often it has happened
- Who was involved

- Where it happened
- Who saw what happened
- What they have done about it already

Working with the Bully

All staff will:

- provide clear feedback on the distress that the behaviour has caused,
- support the pupil concerned in changing these undesirable behaviours.
- Use a problem-solving approach and help the pupil to explore the problem and suggest solutions,
- identify specific good behaviour targets and reinforce them when they are demonstrated by the pupil. Positive changes in behaviour should be rewarded.

In dealing with incidents of bullying teachers need to take care that they are not 'bullying the bullied.' The way in which a difficult incident is handled will of itself, model for the pupils, the kinds of behaviour that are appropriate in crisis situations.

The role of parents

Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

From this sanctions and outline plans will be agreed.

We will follow up the bullying child's behaviour and further bullying will result in exclusion.

We will ask parents to contact the school if they suspect their child is being bullied.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's teacher as soon as possible

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.