

## **Farley Junior School**

### **Discipline and Behaviour Policy**

We have a detailed and comprehensive **Behaviour and Anti-Bullying Policies - please read carefully** and ask for guidance if there is anything unclear. We do not tolerate bullying, racism, homophobic, biphobic or transphobic language or incidents in any shape or form. Bullying, racial, homophobic, biphobic or transphobic, incidents must be reported to the Head or Deputy Head for a record to be kept on file. See the flow chart enclosed for reporting lines.

#### **Behaviour**

Good behaviour is important and can be achieved without the regular need to resort to sanction and punishment.

Remember many disciplinary problems can be avoided by good planning and effective classroom management.

Some helpful hints:-

- be positive, encouraging, interesting
- develop good relationships with the class
- have clear guide lines so the children know what is acceptable and what is not acceptable behaviour
- display your agreed class rules
- be firm and fair
- make the work appropriate and interesting
- never allow the children to talk while you are talking
- help the children to succeed regularly
- never allow queues to form
- never be sarcastic or have favourites
- reward children who are being good
- Shouting at a child can be really scary for that individual, please don't shout – find a different way to get your point across.

Good manners and courtesy are important - constantly set a good example and maintain these values in your class. Good behaviour within school depends upon all staff applying the same values. If you see members of another class misbehaving please take the appropriate action - do not ignore it. A unified, consistent approach is essential. Let the other staff know of your actions.

## **Examples of Good Management Techniques (de-escalating is the priority)**

**Teacher Awareness:** what children are doing, when they need encouragement or control?

Awareness is communicated to children by:

- Visual scans and eye contact – which should be smooth, frequent, natural and communicative.
- Teacher/Support staff proximity – reinforcing desired behaviour having a calming effect, especially where accompanied by encouraging statements
- Teacher/Support staff statements – describing the desired behaviour are directed at individuals rather than at the class
- Desists are accurate and well timed – when gestures or statements to inhibit behaviour are aimed at the correct child and are made early, awareness is effectively communicated.

**Split Attention** – the ability to cope with more than one classroom event at a time e.g. by establishing eye contact or making a comment to a child whilst helping a group.

**Clear Directions** – unless directions are precise and brief, children's confusion and noncompliance are common. Providing Group Focus

- alert the group to what should be happening by reminders or additional pointers
- make children feel accountable for their own work and progress by asking them to show work to others when good, asking for details of progress so far.

**Transition Smoothness** – the maintenance of a smooth flow of activities unmarred by:

- unnecessary teacher intrusions, made without first considering whether the children need intervention
- unnecessary stops and starts - starting new activities before current activities are completed and then returning to previous activity.
- Digressions, if prolonged lead to loss of momentum and focus
- Fade away, failing to complete instructions or comments, leaving children hanging in mid air.

**Pacing** – a sense of a lesson moving forward which can be undermined by excessive teacher talk or over-dwelling on a point.

**Variety** – a mix of activities designed to prevent children from becoming bored, balanced by the need for security and practice activities.

**Challenge** – techniques which arouse interest and create a desire to get on task, e.g. trying to beat your own record for how many additions made in two minutes etc.

Where children display inappropriate behaviours and teachers need to respond, please remember the following:

- Use a firm rather than rough or threatening shouting voice
- Be clear rather than vague with directions
- Use a positive description of the behaviour required rather than negative nagging
- Try to focus them on the task in hand (give deadlines)
- Avoid over-harsh desists
- Make rules clear so that reprimands become friendly reminders

**Corporal punishment of any kind is ILLEGAL and is not allowed in any situation.**

It is not acceptable to push, pull or manhandle a child. If a child needs to be 'escorted' or 'restrained' staff must follow the school's positive handling guidance. Majority of staff have been trained in Positive Handling – Nicola O'Callaghan is the school's trainer for "Positive Handling". All staff MUST be confident to intervene. we have a duty to intervene if children are in danger, a child is a danger to themselves or due to damage of property. Always call for leadership back up. Please see [DFE Use of reasonable force in schools](#). *\*During the current COVID situation social distancing will not be observed if children need to be restrained to ensure their safety and the safety of others - **SAFETY OF THE CHILDREN COMES FIRST**. PPE will be worn if available at the time. If children need to be regularly restrained then an individual risk assessment will be in place.*

If timeout is given it must be done so with a timer, so the child knows when the time is up.

**Children should never be placed outside a classroom or hall where they cannot be seen and supervised by the class teacher or member of the support staff.**

Discipline should be positive not negative in accordance with the behaviour management policy.

In the event of a member of staff deciding to send a child to a member of the Management Team, or to another classroom, the child must be accompanied by another adult, or send another child to find a second adult.

**Remember:-**

- do not stand a child outside your door in lesson time.
- never punish the whole class if only a small group of children are to blame.

- never make a child stay late after school. If a serious situation arises which needs to be dealt with there and then after school the Head and parents must be informed.
- rewarding good behaviour and good work is most important in helping to value children and their achievements. Quality effort and work can be recognised with praise and acclamation within the classroom, shared in our assemblies and viewed by key Stage leaders and the Head.

**Always remember "catch children being good." If you have had to reprimand a child remember 80/20 rule, find 4 good things to comment on, however small, for one negative.**

## PROCEDURES AND SCHOOL

This section is intended to link closely with the Behaviour section.

Our rules:-

- are devised for the safety and well - being of the children.
- are to ensure equal freedom for children to learn and for teachers to be able to teach.
- are to help create an ordered, happy environment.
- are to serve as a guide towards self-discipline.

**Playground rules:** Children and families are not allowed on school premises until **just before** they are going into a club or class. Children should not be hanging around unsupervised on the playground at anytime before or after school. If children have to come earlier for an exceptional reason they will be asked by staff to wait in the office or a supervised classroom.

**General Rules and Procedures.** (not arranged in any order of priority)

- children must never leave school without permission. (it is useful for teachers of younger classes to conduct a quick head count before going in after lunch)
- children must be met from school if they need to attend for an appointment - it is not acceptable to allow a child to meet a parent outside school
- a note is required for absence and doctors visits etc.
- in the corridor ensure the children walk quietly - respect for adults is expected with children standing to one side to allow an adult clear passage.
- If you see a child running in the corridor you **must** stop them and remind them to walk. Similarly if children are shouting inside please remind them to use an 'inside voice.'
- children with pierced ears are encouraged to wear studs only and must cover these for PE.

- toys and valuables must not be brought to school unless asked by the teacher.
- money or items of value must not be left in trays
- jewellery should be left at home - we accept no responsibility for its loss or damage.
- Children should not be sent regularly on errands in class time. This disrupts children's learning and wastes time. *\*Please note due to current COVID restrictions children are not allowed unsupervised access in corridors so should not be sent on errands.*
- Children should be encouraged to go to the toilet at break times. Toilet visits again waste time. Only **one** child should be allowed to go at a time and children must never be allowed to leave the room without permission. Common sense is needed here.
- Regular checking of the toilets is necessary and any mess is cleared up so children are encouraged to have high expectations of the levels of cleanliness of the toilet area.

The toilets will be cleaned at lunchtime to ensure high standards are maintained. *\* Please note during the current COVID situation all toilet breaks are supervised to ensure the necessary cleaning regime is maintained.*

- Stickers, rewards and achievement assemblies are for ALL children. Try to ensure that opportunities are open to all members of your class.

It must be realised that it is not possible to list and legislate for every eventuality in the normal day to day working of a school. The individual teacher will decide what extra guidance the children should be given bearing in mind the factors of safety, good order and effective learning.

In the event of uncertainty always consult your Year Group Leader, Deputy Head or the Head.

## **BEHAVIOUR POLICY**

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of behaviour at Farley Junior School. We believe in a positive approach to behaviour and recognising children's achievements is key.

### **1. The Ethos of the School**

Our policy is underpinned by our overarching school principle of "Be kind". Every year each class will design a class charter, code of conduct or rules which together the children devise display and follow during their year in that class.

The school aims to be a safe, happy place where children can make the most of their skills and talents, can enjoy learning about new things, and can be helped to understand when they find

learning difficult. Our school is a place where we spend a lot of time with other people, and we have to learn the best ways to get on with those around us.

## **2. Aims of the Policy**

- to develop a moral framework within which initiative, responsibility and sound relationships can flourish
- to enable all our children to develop a sense of self-worth and respect and tolerance for others
- to produce an environment in which children feel safe, secure and respected.

## **3. Objectives**

For children to show:-

- self confidence
- self-control
- sensitivity and consideration for others
- a pride in themselves and their school
- an interest in all they do and achieve
- good attendance.

For children to develop:-

- responsibility for their learning and their environment
- an independence of mind
- mutual respect
- a sense of fairness
- an understanding of the need for rules
- a respect and tolerance for others' ways of life and different faiths and opinions

## **4. Implementation:**

All staff:-

- will treat all children and colleagues fairly and with respect, irrespective of gender, gender identity, race, religion, sexuality, socio-economic background or disability
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- have a responsibility to model appropriate behaviour
- will be alert to signs of harassment and will deal with it immediately and in accordance with the school's procedure for recording and reporting

bullying/racist/homophobic/biphobic/transphobic incidents

- will ensure that the HT or DHT have been informed
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- will recognise children's achievements, academic or otherwise
- will implement the school's behaviour protocols
- will use assembly as an opportunity to acknowledge achievements and to foster a sense of community,
- will display examples of children's work and achievements in the classroom and around the school.

## **5 Rewards**

- verbal/ written praise from staff for behaviour and for learning
- merit/ behaviour system in class (may vary depending on individual child)
- merit stickers and stamps from any member of staff
- sharing good work in class or parallel class
- showing good work to or celebrating good behaviour with the Year group leader, Deputy or Headteacher
- showing good work in Year Group or School assembly
- Children who have managed to 'Stay on Green' are rewarded by each week and in assembly

## **6 Unacceptable Behaviour**

Any behaviour that adversely affects the atmosphere of the school, for example;

- disobedience
- biting, spitting, hitting and kicking
- foul language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to an adult
- stealing
- truancy

- prejudiced comments
- racist, homophobic, biphobic, transphobic comments
- gangs and bullying (including cyberbullying)
- Not following COVID guidelines within school – following one way systems, washing hands, catch

## **8. Consequences**

Please see 'Behaviour Protocols'

## **9. Parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. Parents are asked to sign a separate Home/School Agreement when their child first starts school and this Agreement describes the expectations of the school's partnership with the parents in greater detail. We believe that the school has a right to expect that parents will give us their full support in helping us support their child's learning and when dealing with any potential difficulties in their child's behaviour.

We expect Parents:

- to keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any change of circumstances or trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- inform us about their child's ill health and any absences connected with it.

### **At Farley Junior School we:**

- will endeavour to achieve good home/school liaison by promoting a welcoming environment within the school
- will try to give parents regular constructive and positive comments on their child's work and behaviour
- will encourage parents to come into school other than parents' evenings
- involve parents at an early stage in any disciplinary problems

## **10. Other Agencies**

Full use will be made of such agencies as Education Support Centre, South Behaviour Provision, Art therapy, CAMHS and the Education Psychologist when appropriate.

## **11. Police**

Value is placed on good relationships with the police and liaison encouraged.

## **12. Care of school premises and site**

- Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.
- The building is expected to be kept clean and tidy and the grounds, including growing plants and trees, are expected to be litter free, well maintained and respected.

## **13. Movement around the school premises and sites**

- Children and adults are expected to walk at all times when moving from place to place within the school.
- Children are expected to enter and leave the school site in an orderly manner, showing respect for each other and for other users of the site.

### **Farley Junior School Behaviour Protocols**

Behaviour in our school is generally very positive. Naturally at times some children will overstep behaviour boundaries and it is important that all staff follow these protocols both in class and around the school. At Farley Junior School we use a 5 point levelling system. We expect all the children to **“Stay on Green”**. If a child is displaying inappropriate behaviour the protocols are thus:

- Verbally warn the child that their behaviour is unacceptable, and unless they begin to make the right choices then they will come off green to blue. Behaviour could include calling out/not following instructions. Our children are very young so a second verbal warning maybe required or a quick intervention to recognise good behaviour.
- The child continues with the wrong choice – Calmly tell the child that they are now on blue level of the behaviour system. The child's name will be moved to the blue card into the pocket containing their name. All classes should have a stay on green wall chart.
- The child continues making wrong choices – Again calmly inform the child that they have now progressed to yellow level of the behaviour system. Warn the child that they are now in danger of escalating the situation. Do not interrupt the lesson by discussing what the child has done there and then; this can be done during a break time.

- The child continues making wrong choices – Again calmly inform the child that they have now progressed to level amber of the behaviour system. Once again the child's name must be visibly moved to the amber section on the behaviour wall chart. The child must now take time out and sit in a quiet area of the class thinking about their behaviour or in a neighbouring classroom. The amount of time out is dependent on the year group and the adult's professional judgement. The time missed in the lesson/completing work must then be made up at playtime, the following day if incident occurs in the afternoon.
- The child continues making wrong choices – Again calmly inform the child that they have now progressed to red of the behaviour system. Once again the child's name must be placed on the red card in the pocket on the behaviour wall chart. The child is now sent to the year group leader. Disruption to both classes needs to be kept to a minimum. The year group leader and teacher must then discuss the situation with the child either during break/lunch/home time. The year group leader then ensures that the parents are informed. The parents must have the opportunity to discuss their child's behaviour and the reason for the contact with either the year group leader or teacher. The behaviour must be noted on SIMS.
- The child continues making wrong choices – At this point a member of the SLT needs to become involved. Phone for an SLT member who will support and authorise the issuing of a letter during a meeting with the child and parents.

### **Some Examples of Inappropriate behaviour and Corresponding Levels**

<b>Level Blue</b>	Shouting out in class / ignoring instructions / chatting while an adult or other child is speaking
<b>Level Yellow</b>	Persistent behaviour of L1 / pushing / throwing objects
<b>Level Amber</b>	Persistent behaviour of L2 / dangerous behaviour / defacing others' work
<b>Level Red</b>	Persistent behaviour of L3 / mild persistent foul language / low level bullying
<b>Level White</b>	Persistent behaviour of L4 / fighting/ racism / homophobia / acute bullying

This list is not exhaustive. Speak to your year group leader for further guidance.

Remember the levels do not need to go in order. For example a child can be placed straight onto amber if the adult deems it necessary.

Incidents are recorded electronically on CPOMS. Any child receiving amber, red or white must be recorded. This will be monitored by the family support worker/ SLT team.

At lunchtime, positive reinforcement is VERY important, lunchtime stickers must be handed out to reinforce the best behaviour. If a child is behaving inappropriately they can be verbally spoken to by the lunchtime supervisor and if warranted a time out can be given but the child must have a timer to show the time out period. If the child is acting in a dangerous manner or physically fighting then a member of the SLT team needs to be informed immediately.

Every day is a new day and children start on **GREEN** and all staff will expect all children to stay on **GREEN** and will not make negative comments about previous behaviour. Negative comments and asides by staff about children's previous behaviour will not be tolerated and may lead to disciplinary action.

## **PHYSICAL RESTRAINT**

At Farley Junior School we follow the guidance set out by the DFE in using reasonable force:

[Use of Reasonable Force in Schools](#)

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and children. There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. Schools do not require parental consent to use force on a student. Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child, or prevent them taking action needed to prevent a child causing harm.

By taking steps to ensure that staff, children and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

### **Use of reasonable force:**

#### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

### **Use of reasonable force:**

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder in a school, force is used for two main purposes – to control children or to restrain them
- the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a child behaving in a way that disrupts a school event or a school trip or visit
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground
- restrain a child at risk of harming themselves through physical outbursts.
- prevent a child from damaging property

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

### **Use of reasonable force:**

#### **Using force**

A panel of experts<sup>1</sup> identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- the 'double basket-hold' which involves holding a person's arms across their chest
- the 'nose distraction technique' which involves a sharp upward jab under the nose. □<sup>1</sup>

Physical Control in Care Medical Panel - 2008 **Use of reasonable force:**

### **Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.<sup>1</sup>

In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- the child's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the child or member of staff
- the child's age.
- If a child requires regular physical intervention a Behaviour Plan should be written for that child, stating the possible triggers and de-escalation techniques that work for that particular child.

## **ANTI-BULLYING**

### **INTRODUCTION**

This document is a statement of the aims, principles and strategies for preventing bullying at Farley Junior School. The advice in the ["Preventing and Tackling Bullying DFE Guidance"](#) is reflected in the policy.

### **AIMS**

We are committed to providing a caring, safe working environment where every child and employee is treated with dignity and respect and where each person's individuality and sense of self-worth within the school is maintained.

The aim of the policy and procedure is to ensure that any complaint of harassment or bullying is effectively and speedily dealt with and that appropriate action is taken to ensure as far as possible that it does not occur again.

This policy should be freely accessible to all staff and all staff should be made aware of this policy as part of their induction programme. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to report incidents to trusted adults and know that incidents will be dealt with promptly and effectively.

## **OBJECTIVES**

The school as a whole will work towards maintaining high levels of self-esteem both for children and staff. This will permeate the curriculum and ethos of the school. This means that:-

- all staff, governors, children and parents should have an understanding of bullying
- bullying will not be tolerated
- clear procedures for reporting bullying should be understood and followed
- the procedure for investigating and dealing with incidents of bullying should be clearly understood
- the school will promote ways of preventing bullying

## **EXPECTATIONS**

- Staff will listen to children and take allegations of bullying seriously
- Staff will follow the school procedure as set out in the bullying/racist/homophobic/transphobic incident flowchart. Incidents will be fully investigated and the children involved supported appropriately. Incidents and issues will be reported to the Headteacher (Amelia Whitehouse) and Deputy (Emma Thomas-Sloley). Children will report incidents that they witness or are involved in to an appropriate member of staff or trusted adult
- Governors will be aware of the school procedures on Anti-Bullying and support staff to carry them out. Incidents or issues brought to their attention will be reported to the named Governor (Margaret Trinder) who will pass information to the Headteacher (Amelia Whitehouse) or Deputy (Emma Thomas-Sloley). Numbers of racist and bullying incidents will be reported termly to the Standards Committee of the Governing Body.
- Parents will report incidents and issues to their child's class teacher or appropriate member of staff
- Staff will be aware of the findings of the OFSTED Survey 'No Place for Bullying' (June 2012): Appendix 2 and will actively promote strong, inclusive values and spell out how children should interact with each other in order to ensure that children develop empathy, respect for individual differences and a good understanding of the impact of

their behaviour on others.

### **WHAT IS BULLYING?**

Definition agreed by the staff- **Bullying is unprovoked behaviour by an individual or a group usually repeated over time that intentionally hurts another individual or group either physically or emotionally.**

Definition agreed by the children- **Bullying is when someone hurts someone else or a group of people on purpose. It can be hurting their bodies or hurting their feelings over and over again.**

- Isolated cases of aggression will be dealt with according to the procedures in the Behaviour Policy.

Four types of bullying can be identified:-

- **name-calling** which specifically refers to some attribute of the victim, e.g. their race, religious beliefs, gender, gender identity, sexuality or appearance
- **intimidation** which is a direct or threatened physical attack
- **demeaning** which is a verbal activity leading to the loss of status of the victim
- **extortion** which is bullying in order to gain some possession(s) from the victim

**Please refer to the separate ICT Safeguarding Policy for procedures related specifically to 'cyberbullying'**

### **SIGNS AND SYMPTOMS OF BULLYING**

**Children may:-**

- not want to go to school
- be frightened to walk to and from school
- become withdrawn from family and friends
- show a decrease in attainment and/or progress in school work
- change their eating habits; not eating at lunchtimes
- cry themselves to sleep
- ask for money (may be the victim of extortion)

### **PROCEDURE FOR REPORTING BULLYING**

Incidents of bullying should be reported to a member of the school staff. Complaints will be taken seriously and written records (including letters/ notes to and from parents) will be stored on CPOMS. All incidents should be reported to the Headteacher (Amelia Whitehouse) and

Deputy Head (Emma Thomas-Sloley). The degree of seriousness of any incident is a matter of subjective interpretation, but should be judged by the effect on the victim.

### **PROCEDURE FOR INVESTIGATING ALLEGATIONS OF BULLYING**

Whenever an incident of bullying has been reported, it is essential that the victim and the alleged bullies are interviewed as soon as possible. Interviews should take place separately. The victim's interpretation of the incident should not be trivialised. Written notes should be taken of all interviews held. Interviews should also be held with other children or adults who may have witnessed the incident.

Staff interviewing children about alleged incidents of bullying should set a good example to children by their behaviour towards each party. They should seek to obtain the true facts by polite, perceptive questioning.

Children should be encouraged to own their actions rather than blaming the victim or comparing their actions with those of others. When children are describing incidents, they should be discouraged from using expressions including the words "just" and "only" (as in "I was only playing with her...", "I just knocked his arm...").

### **PROCEDURE FOR DEALING WITH INCIDENTS OF BULLYING**

Where the investigation clearly shows that bullying has taken place, action will be taken:-

- to support the victim(s)
- to discipline and support the bully or bullies
- to inform parents of both parties

Any disciplinary action should be designed to help the bully change his/her behaviour. In some cases where it is appropriate, this will involve meeting with the victim and a member of staff, and talking about the bullying from the victim's point of view.

Actions may include:-

- offering an apology, either verbally or (preferably) in writing
- agreeing an appropriate behaviour contract with the class teacher
- making reparation in some form for damage or distress
- one or more playtime detentions, in which some practical remedial work is done to help change the child's behavioural attitude. This may involve writing about the effects of

his/her actions; devising a set of targets for his/her future behaviour; or considering the parts of the school's code of conduct that have been breached by the bullying behaviour, and how this could be repaired.

Support for victims may take the form of:-

- counselling by a member of staff (e.g. Family Support Assistant)
- role-play to increase assertiveness
- peer-support, through a "buddy" or monitoring scheme

The parents of both the bully or bullies, and the victim(s) will be invited to the school to discuss the matter with the class teacher and the Deputy or the Headteacher. Parents will be asked to support the school in its actions and to reinforce those actions at home, where appropriate. In very serious cases of bullying, where it is clear that a bully is not able or prepared to change his/her behaviour, a behaviour improvement programme (BIP) will be planned.

## **PREVENTION**

In order to prevent bullying from taking place in school, staff will promote good behaviour by example, encourage a positive attitude to differences and promote equal opportunities. Children will be regularly reminded of the school's code of conduct, and the rules of the classroom and playground will reinforce the importance of respect for other people and their property. Parents will also be expected to promote appropriate behaviour in their children, and to support the school in dealing with any instances of bad behaviour.

Strategies which the school may use for preventing bullying include:-

- activities to raise awareness during the annual Anti-Bullying Week and through out the school year
- Education to reflect difference and to celebrate diversity in our school
- regular AOB slot in Staff Meetings where necessary to discuss children who need monitoring especially in the playground
- circle times, worry boxes in classrooms to provide additional channels of communication between staff and children
- regular child questionnaires to ascertain children' perceptions of levels of types of bullying so that staff can react and update procedures accordingly
- devising class 'charters' and school rules collaboratively, so that all children have ownership
- reading and discussing stories about bullying in class or in assembly

- use of drama and role-play to practise acceptable ways of reacting to aggression and taunts, to help bullies find other ways of behaving, and to increase assertiveness in victims or potential victims

## Bullying, Homophobic, Biphobic, Transphobic or Racist Incident Flowchart

Class Teacher or Teaching Assistant

Mealtime Supervisor

