

Behaviour and Exclusion Policy



Reviewed: September 2019

Signed by Chair of Governors:

Date of next review: July 2020



Our vision:

Learning and Growing Together

Our mission:

Every day counts. Every opportunity matters. We believe enjoyment is paramount to ensure children truly achieve their potential. Education is special and every child deserves success. To enable our children to achieve their best in all aspects of life, we aspire for them to achieve **excellence**, show **respect**, show **positivity**, demonstrate **self- belief** and show **teamwork**.

Section 1

Aims and objectives of behaviour policy:

The aims and objectives of our behaviour policy reflect and support the Academy's mission statement and aim.

1. Encourage a nurturing, purposeful and happy learning environment within our academy.
2. Promote and model positive, caring attitudes towards everyone, where achievements are celebrated and valued.
3. Provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. Develop a consistent approach towards developing positive behaviour.
5. Ensure that expectations of behaviour are clearly communicated to children.
6. Establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. Establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. Raise self-esteem and teach positive behaviour throughout the academy and the curriculum.

9. Ensure that the development and progression of pupils with behavioural needs are regularly reviewed with involvement of staff, parents/carers.
10. Effectively manage incidents of bullying, sexism or racism if and when they occur.

Providing a safe, supportive and nurturing environment

Our academy aims to continuously develop our positive relationships by ensuring students, staff, parents and carers and governors know they are responsible to not only themselves but to one another.

These responsibilities form our home school agreement.

Responsibilities of pupils:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect at all times.
- To be honest and truthful to both pupils and staff.
- To respond politely to the instructions of staff and other adults working within the academy.
- To take care of property and the environment in and around the school.
- To cooperate with peers and adults in all aspects of school life.
- To move sensibly and quietly around the school.
- To share in celebrating the achievements of the school's community.

Responsibilities of staff:

- To fully comply with the academy's policies and procedures.
- To attend appropriate training and professional development training
- To inform the SENCO and Behaviour Development Leader (BDL) of any concerns.
- To treat all children fairly and with respect, confidently understanding their emotional and developmental needs.
- To create a safe, stimulating and enjoyable environment for learning.
- To model correct and positive behaviour to one another and pupils.
- To contribute to the school's nurturing ethos.
- To raise students self-esteem by developing their full potential by offering high quality learning experiences.
- To use rules, rewards and sanctions clearly and consistently.
- To work in partnership with parents and carers to create a network of support around pupils within the academy.
- To acknowledge the importance of transition within a child's life.
- To recognise each child as an individual and ensure communication of positive and negative behaviour takes place
- To praise and reward positive behaviour and achievements.

Responsibilities of parents/carers:

- To ensure children attend school regularly and arrive on time each day.
- To inform the academy immediately of the reason for any pupil absence.
- To inform the academy of important information that may be relevant to the health and emotional well being of their children at school.
- To show an interest and attend parental meetings and evenings to support their child's educational development.
- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their children.
- To establish good communication with school staff and support the behaviour policy.
- To support the academy's decision regarding negative and dangerous behaviour to comply with the behaviour policy.

Responsibilities of governors

- To ensure the academy has a behaviour policy and procedures in place that meet the national guidelines for ensuring and promoting positive behaviour and the consistent dealings with negative behaviour.
- To ensure the behaviour policy is made available to parents/carers on request.
- To ensure the academy has procedures in place for dealing with allegations made against staff.
- To ensure all staff undertake appropriate behaviour management training.
- To review policies and procedures to ensure they are maintained and consistently carried out.
- To celebrate the achievements and celebrations of the school community.

Rewards and sanction

Our Academy ethos of positivity and encouragement is paramount to our promotion of developing good behaviour in our students. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and will be recognised by all staff. Integral to our system of rewards is an emphasis on praise, both informal and formal. More detail on rewards and praise will be explained further in this section.

Where behaviour is not acceptable, positive behaviour management will be used to reinforce that inappropriate behaviour is offensive and unacceptable.

The consequences for unacceptable behaviour will be determined by the seriousness of the incident and sanctions will be implemented and procedures will be carried out as outlined in the following section.

Our values form an integral aspect of our policy:

Self-belief

- Try your best everyday
- Aim high

Positivity

- Positive attitude to learning
- Listening and following instructions

Excellence

- Fully engaged
- Produce high quality learning

Respect

- Use kind words and actions
- Be polite and honest

Teamwork

- Respecting others learning time
- Working together

Promoting positive behaviour in class

In order to maintain positive behaviour in class the whole school will follow a positive behaviour plan in class. Each teacher will create a nurturing and positive classroom through forward planning and prevention. As part of the behaviour plan the classroom layout, seating plan and initiating and sustaining whole class attention will form an important part of promoting positive behaviour.

In each and every class there is a behaviour traffic light system, a tree of positivity highlighting the five key values that promote positive behaviour in our academy, as well as a 'reflection area' that encourages children to reflect, calm down and improve their behaviour whilst still remaining inside their classroom.

The 'reflection area' is used in association with the traffic light system and is a time out area that promotes the idea of getting back to green and reflecting and improving behaviour. The area is green and friendly and highlights visually the 4Ws.

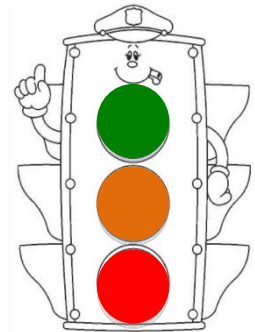
The 4Ws

- 1- What have I done?
- 2- Why was it wrong?
- 3- What could I have done?
- 4- What can I do to make it better?

Depending on age/ability the 4Ws will be presented in different forms accessible to all.

The 'reflection area' also links with our nurture room known as the Green Room, which will be explained in more detail in section two.

The behaviour traffic light system is used for recording and reporting inappropriate behaviour in class, assembly, in the playground and on trips. The traffic light is a visual system that all children and staff can monitor while allowing children to reflect upon their behaviour and make improvements. The upside down traffic light is displayed in each classroom.



Every child's name will start the day on green.

Green: expected behaviour.

Amber: behaviour that would cause your name to be moved into this section.

Red: behaviour that would cause your name to be moved into this section.

Procedure:

- We expect all of our pupils for the whole school day to keep their name in the green traffic light.
- Reflection time will be made available and timetabled at the end of each day to reflect on our values and successes
- Each Class has a Golden Time chart so children on green at the end of the day can have their name recorded and will earn 5 minutes golden time at the end of the week. Once earned children cannot lose time for subsequent behaviour.



- If however, a child misbehaves a staff member will initially warn the child, e.g with a positive but firm reminder of expected behaviour and what staff would like to see/ for child to do.
- If a child continues to misbehave/not follow instructions then they will have their name moved to the amber section of the traffic light and will be directed to time out in the 'reflection area' located in each room. After the child has completed their required 5 minutes they will be welcomed back to the main class and will be required to have a chat regarding their behaviour at a later stage of the day away from their peer audience.
- If a child ignores the previous warnings and timeout and has persistent bad behaviour their name will be moved to the red section and they will go to the Reflection Room to complete their time out. They will be sent with a RED SLIP which outlines the reason the red was given. They will be required to have a chat regarding their behaviour at a later stage of the day away from their peer audience. *Parents will be informed by the class teacher who will report what has been recorded on the Red Slip.*
- Children whose names are placed on the amber or red traffic lights can work their way back to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving, working well and making an effort, the class teacher or assistants will move their name back up to next traffic light. Each lesson is a fresh start.
- *If poor behaviour continues on re-entry to the classroom the child will be removed from the class and sent to the Reflection Room for the rest of the day potentially. The Reflection Room will decide if that child remains in there or is be placed in another class (not in the same year group). They will be given work to complete by the class teacher. Parents will be informed by the class teacher.*
- Children may also be placed straight in the red section for red named behaviours (see appendix) and will be taken to one of the leadership team who will handle the situation from then on.
- **Payback time.** This is a sanction for negative behaviour and is completed at lunchtime for 10 minutes, by the class teacher, with the support from the Reflection Room if needed. `Payback` time is to be completed if the pupil has not been in the classroom due to RED behaviour and sufficient work not been completed. This is so that the pupil can continue to make academic progress even if they are absent from class due to poor behaviour.

Class teachers record the children who have been sanctioned for behaviour in the Record of Behaviour Log in their Classrooms. The Reflection Room record the children who have been sanctioned for red behaviour on the Red Tracker.

Behaviour on trips:

As pupils of our Academy, we expect all children to behave appropriately and represent the school to the best of their ability when on trips and outings. During all trips staff will continue to use the traffic light procedure when off site to ensure consistent behaviour management and fairness. As with in class, children will still receive a verbal warning and time out and any child who receives a straight red traffic light may be brought back to the Academy at the discretion of the trip leader.

Playground and lunchtime behaviour:

All behaviour, good and bad, will be reported in the behaviour log in the Reflection Room, which is shared with class teachers and the leadership team.

- All positive green behaviour will be recognised and students with consistent good behaviour will be awarded with house stickers.
- For minor negative behaviour that continues after a warning, pupils will first be directed to the reflection area of the playground for ten minutes. Following this, if behaviour continues, they will be directed to the green room for 5-10 minutes depending on age and will be excused when their time is up and their temperament is improved.
- For more serious non-violent incidents children will be asked to come inside and will lose their break and will be asked to think and write about the 4Ws (see appendix)

REWARDS

Above each traffic light is our tree of positivity with the academies five key values and mission statement.

- **Any pupil who excels in demonstrating our school values during the day will receive a house star sticker and a house token for the key feature they have accomplished. House stickers may be worn on jumpers or collected in a House Stars booklet. Tokens will be collected in the classroom in pots for each house. These will be collected up at the end of the week and placed in the House Team Collection boxes. Each week the class and the house with the most tokens will be announced in Friday STARS assembly.**
- Our STARS assembly takes place every Friday. Every four weeks, four children per class will be nominated to stand up in assembly. These children are selected by the teaching team and the class due to their excellent attitude and behaviour linked to our school values. These children will receive a special recognition by Mr Stock and have their photographs displayed on the 'Our Stars of Westgate Academy' board.
- **GOLDEN TIME** - this will start when appropriate and possible at 2.55pm on Fridays. Children will be able to choose an activity from the Golden Time box as a reward for remaining on green for the week. The activity boxes will rotate around all classrooms.

Children are not allowed to bring items from home for Golden Time and use of ICT is prohibited. Class teachers will engage in the activities with their class.

- STAR of the DAY!
- Postcards of PRAISE
 - To be sent home, as and when appropriate. Children can be nominated to receive a special postcard from the Head teacher by any member of the school community.
- SURPRISE STAR(S) - Selected by SLT each week and announced in the Stars Assembly. Achieved by following and showing elements of our school values.
- HOUSE STARS - at the end of the year there will be a house reward. Within the year as well, there will be a house activity once a term, which will allow collaboration and teamwork to be promoted, as well as children with the opportunity to earn more house stars.
- Positive behaviour at lunchtime will be rewarded with stickers - used by lunchtime staff.

Section 2

Incidents of a serious nature

Incidents of a serious nature or persistent nature (bullying) will be referred to and dealt with by the green room overseen by the head or deputy in their absence.

All bullying will be dealt with by the anti-bullying procedures outlined in our Anti-Bullying policy. For incidents of a serious nature internal, external fixed term or permanent exclusion may occur. In such situations the Headteacher will have the final decision as to whether to exclude a pupil and will take into account all evidence and circumstance presented.

Use of force and physical intervention

- Use of force should always be a last resort when all other identified measures have failed. Members of staff can use reasonable force, given the circumstances when conducting a search for knives or weapons and any of the prohibited items except those items banned only under the school rules
- Staff legally have the right to use reasonable force to prevent pupil's committing an offence, injuring themselves, making themselves and others unsafe or damaging property.
- Where an incident occurs that requires physical restraint to take place resulting in the completion of a physical intervention form, then this will result in a meeting with parents that day. The parent will always be informed on the day of the incident.
- Create individual safety plans to minimise the likelihood of challenging behaviour;

- Where such behaviour does occur, measures will be implemented to minimise the use of physical restraint. The expectation is that the child will have a **Safety Plan** created. With the dissemination of individual assessments and plans, every member of staff should be able to consistently apply de-escalation measures, reducing the need for physical restraint. It is key that staff are able to recognise the signs of escalating anger and approach the student in a calm manner. Recognised de-escalation techniques include verbal strategies, such as maintaining a calm tone of voice and not shouting or verbally threatening the person; and non-verbal techniques, including an awareness of self, body stance, eye contact and personal safety.

Internal Exclusions Procedure:

- Extreme behaviours of the red sanction of the traffic light could result in automatic exclusion.
- Pupils that have received an internal exclusion must come to school on time the next day.
- Internal exclusion will take place in school and in the green room or in another class not in the same year group.

Red Sanctions

- If a child receives 3 red traffic lights in a week they will spend half a day in the green room or another class not in the same year group with an internal exclusion. If red behaviour continues they may be faced with an external exclusion.
- Once a child receives 3 red traffic lights in a week then they will be placed on a **Behaviour Contract**. The green room will sit with the child to discuss their behaviour and set 3 targets to aid improved school behaviour. The Class teacher will then meet with the Parent and Child to explain the contract. The parent, the child and the teacher all sign the contract. The child will then take the contract to the green room to be monitored daily, and at the end of the week the class teacher will make contact with parents to make them aware of progress.
- *Two reds - these will be given for physical aggression within or outside school, which is seen as unnecessary.*
- Following a **Behaviour Contract**, if there is no improvement over a period of two weeks, then another meeting with parents will take place with the class teacher, the green room and a member of SLT. A further contract will be agreed and it might be at this stage that a Pastoral Support Plan is implemented if necessary.
- Following a second contract, and in cases of persistent, dangerous or serious behaviour a child would be placed on an internal exclusion for the day. Class work will be

provided by the class teacher and the pupil will spend the majority of the day in isolation with the Reflection Room.

- The pupil will attend an opposite lunch to that of their year/age group.
- Some children benefit from a Positivity Contract in order to help them regulate their own behaviour. This follows the same procedure as a behaviour contract but is to encourage continuation of good behaviour rather than prevent re-occurrence of poor behaviour.

Fixed Term and Permanent Exclusion Procedure

- All external exclusions when confirmed by the Headteacher will result in an immediate phone call home resulting in the pupil being removed from the school building by a parent or carer. When possible, a meeting will take place with the parent/carer explaining the reasons why this decision has been made, prior to the child leaving the premises. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- Exclusion procedure - external exclusions will begin with one day, and increase by a day each time the pupil re-offends. For example: first exclusion one day, second exclusion two days, third exclusion three days, fourth exclusion four days, fifth exclusion five days, followed by a permanent exclusion.
- Depending on the severity this system can be moved through more quickly, so a child could have a three day exclusion to begin with.

All students on external fixed exclusion will remain offsite for the time stated on the exclusion letter and will receive an exclusion pack.

The pack contains:

- A copy of the exclusion letter, outlining why their child has been excluded as well the time of the return to school meeting that parents/carers must attend with their child dressed in correct school uniform.
- A reading book
- Class work of appropriate age/ability to be completed at home. Amount of work is dependent on length of exclusion.

Permanent Exclusion

- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a pupil discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. Prior to the meeting the Headteacher will be invited to provide a report to all parties involved, based on the circumstances of the exclusion.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
- To aid the governors in the processes they should consult with the DfE Exclusion Guidance of 2016, 'Exclusions from maintained schools, academies and pupil referral units In England'.

External /placements return to school from exclusion:

All children that have been externally excluded must attend a 'Back to School' meeting that parents/carers must attend with their child dressed in correct school uniform. In some cases external agencies involved or working with the child may also be invited. The agenda of the meeting will always be to discuss behaviour, and agree on a behaviour plan, setting targets and discussing plans to move forwards and make school a positive experience.

Pastoral Support Plans

Pastoral support plans consist of three agreed targets signed and agreed on by the school, pupil and parent/carers. The PSP is set out in the form of a target booklet/behaviour contract. The class teacher monitors the booklet with support from teaching assistants and the green room staff.

The Reflection and Nurture Room

The Reflection Room and Nurture Room is the Academy's resource to raise self-esteem, nurture our pupils and promote positive behaviour. The room's main objective are to support pupils with emotional and behavioural difficulties. The rooms have many uses from one to one sessions on aggression and raising confidence, to group work to improve body language and assertiveness, internal exclusions as well as pupil/teacher behaviour meetings.

During their time in the room children are exposed to the nurture curriculum and develop social skills through games, experiences, role-play and literacy.

Prohibited items & Searching students:

Although we assume that our students will not bring unsuitable or dangerous items to school we must have a procedure in place if such an incident occurs.

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent where they suspect a pupil has a prohibited item.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offense, cause personal injury or damage school property.
- Any item banned under the school rules, which has been identified in the rules as an item which may be searched for.

If any pupil is suspected of having possession of a prohibited item searches will always be carried out in the presence of two adults. The searching adult will always be of the same sex as the pupil being searched, however there is an exception to this rule. Academy staff can search a student of opposite sex and without a witness when there is serious concern that the child poses a risk to others that delaying of a search may result in serious harm.

Weapons and knives and extreme or child pornography will be handed over to the police otherwise it is for the class teacher to decide if and when to return a confiscated item.

Allegations made against staff working in or on behalf of the Academy (including volunteers)

This section applies where an allegation is made against any person working in or behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child.
- b. Possibly committed a criminal offense against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore, essential that all allegations are investigated properly by the Headteacher and in line with the agreed procedure. This is cross referenced in our 'Safeguarding' policy.

Staff Allegation Procedure

- The person who has received an allegation or has witnessed an event will immediately inform the head and make a record. The reporting staff should not discuss the allegation with any other member of staff, pupils or parents
- In the event of an allegation against the Headteacher the matter will be reported to the chair of governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The person against whom the allegation has been will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage. When interviewed, or accounting opinion, staff will be asked to complete a 'Staff Reporting' form.
- The Headteacher will consult with the local authority designated officer (LADO) in order to determine if its appropriate for the allegation to be dealt with by the school or if there is a need for the incident to be referred to social services and or the police for further investigation
- Consideration will be given throughout to the support and information needs of the pupil, parent and staff
- The Headteacher will inform the Chair of Governors of any serious allegations
- Every effort will be made to maintain confidentially
- Disciplinary action such as a fixed term or permanent exclusion will be taken against a pupil who has been found to have made a malicious accusation and will depend on the circumstance and nature of the accusation.

Appendix

1A

Green behaviours:

- Lining up and entering the classroom quietly
- Looking at the person who is talking
- Listening to others
- Following instructions
- Sharing and being polite
- Concentrating on work
- Sharing ideas, asking and answering questions
- Looking after school equipment
- Keeping the classroom tidy
- Using manners
- Working well as a team or class
- Being respectful winners and losers.
- Attempting difficult work/extensions
- Using our indoor voices and not shouting at one another.

Amber behaviour:

- Distracting others
- Talking over others
- Not following instructions
- Saying unkind comments
- Being rude and answering back
- Not looking after school equipment

Red behaviour:

- Persistent poor behaviour that continues after a timeout
- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property
- Being deliberately rude and answering back
- Walking away from adults

ANTI - BULLYING POLICY

Rationale

All forms of bullying, whether it be physical, verbal or cyber are not tolerated at any level at Westgate Academy.

Everyone at Westgate Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Westgate Academy.

Definitions of Bullying

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened
- Bullying is repeated over time
- Bullying makes those being bullied feel powerless to defend themselves.

What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and social media mis-use)
 - Mobile threats by text messaging and calls
 - Misuse of associated technology ie: camera and video facilities including those on mobile phones

- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focusing on the issue of sexuality)

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to decline
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour.

Agreed Procedures

Prevention is better than cure so at Westgate Academy we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. Without staff knowing, it makes any solution very difficult to be found.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Classteacher of the victim will be responsible for this and will be required to keep a record of any findings. Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then the Headteacher will record the occurrence in the Racial Incident Record.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a

buddy system, or peer counseling possibly with pupils who already hold a position of responsibility, such as School Council members can also be beneficial. Our green room staff and if appropriate family support team will also help set up systems to help manage bullying issues, and will work with class teachers on these matters as well.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst cases of bullying are few, we believe that one case is one case too many and that it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Behaviour and Discipline Policy.

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. The Equality Act (2010) requires schools to promote equality of opportunity for all pupils.