

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

BEHAVIOUR AND ANTI BULLYING POLICY

January 2014
RJS

Every Child Matters

Enjoy and
Achieve

Make a
Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



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Vision Statement

Our Vision at Rothwell Junior School is to ensure that all members of the school community are able to achieve and to enjoy; are healthy and safe; are able to make a positive contribution throughout their lives and achieve wellbeing.

Mission Statement

Achievement through Respect Creativity Enjoyment Excellence

Introduction

This policy is written with reference to the School's Single Equality Scheme.

At Rothwell Junior School we have high expectations of behaviour from all members of the school community.

We are an inclusive school. We work in partnership with parents/ main carers to encourage our pupils to develop a healthy life style, to discover new interests and to develop a keenness and joy for learning. Our aim is that every child in the school should achieve personal success.

We offer a welcoming environment with a strong level of parent and community involvement. We ensure that our children are provided with a well-resourced and stimulating learning environment. We provide a broad and balanced and suitably challenging and differentiated curriculum that supports our work to educate the whole child. This includes a variety of extracurricular experiences. Working hard and behaving well are both expected and valued by everyone in the school, parents/carers and the community.

We aspire for all our children to become confident, secure, self-motivated and independent members of the school and the local community. We expect our children to care, be respectful and responsible for themselves, others, their environment and the community. We recognise that it is important to have time and space for reflection and the opportunity to share our thinking.

The need for a policy on behaviour at Rothwell Junior School is not because we have a problem, but because where pupils are being "cared for" by many adults we feel there needs to be consistency throughout the school, by all concerned. An understanding of good behaviour grows from all that goes on at school. Our learning environment should encourage all the children in our care to:

- Question and discuss matters rationally
- Have respect for each other's values and beliefs

- develop positive self-esteem with the aim of becoming independent and well balanced adults.

Statement of Principles and School Aims

Our approach to the management of children's behaviour has been produced in consultation with all those involved in the education of children at Rothwell Junior School.

(i) Statement of Principles

"We consider every person at this school to be of equal value. Every pupil has the right to feel safe, valued and happy within this school and free from any kind of intimidation. We will not tolerate any kind of anti-social behaviour: whether of a physical, mental or verbal nature aimed at groups or an individual.

Problems when they arise will be taken seriously. We will, with your help, do all we can to deal with them. Together we must share our concerns and work to help all those involved. We support the principles of equality of opportunity and racial equality."

(ii) School Aims

- To encourage the children to value themselves and others within the school.
- To provide a caring community in which all individuals interact with each other recognising and accepting individual differences with tolerance, and ensuring equality of opportunity for all.
- To create a meaningful, stimulating and safe environment, which provides security and stability for everyone within the school community.
- To provide within the framework of National Curriculum requirements, a broad, balanced curriculum, which will develop learning skills and promote understanding and enquiry, so enabling each child to achieve their full potential. Wherever possible we would try to achieve this through first hand experiences.
- To promote opportunities for children to express themselves creatively and imaginatively with confidence.
- To encourage and motivate children to take increasing responsibility for their own learning and to make informed choices through self-discipline and co-operation.
- To promote in our children, a positive and responsible attitude towards wider community and environmental issues and their role in society.

Beliefs about Behaviour

- 1) We believe in the need to foster in children, a responsibility for their own behaviour. We need parents to support us in these aims.
- 2) Good relationships between children and staff encourage mutual respect and this promotes good behaviour.
- 3) We work together as a team and support one another in a 'common' positive approach to the way good behaviour is promoted.
- 4) We believe that children need to develop a caring attitude towards everyone.
- 5) Within our school we seek to promote the 22 values outlined within the Values Education Programme:

Promoting Positive Behaviour in School

Rules and expectations should be:-

- Clear and consistent to all concerned and recorded in a user friendly manner.
- Reinforced by everyone within school
- Discussed with everyone and reviewed regularly

The rules should be made available to all involved in the life of our school, including staff, governors, parents, students, pupils and the wider community.

All adults are responsible for reminding children about, and discussing rules regularly and when needs arise.

We believe in giving children a responsibility for promoting good behaviour. It is important that the feelings, views and representations of the pupils attending this school are listened to. The School Council exists and is constituted annually, and gives regular opportunities for children to raise matters relating to pupil welfare, pastoral matters and general school organisation.

Expectations for Children's Behaviour

Children should be, courteous, polite and well-mannered to each other and all adults.

- 1) Children should behave in a sensible manner, respect other people and property, and not cause offence, upset or hurt to anyone else.
- 2) Children are allowed in classes only when supervised by a responsible adult.
- 3) Jewellery should not be worn to school, unless it is an essential part of the child's culture. For safety reasons only stud earrings may be worn. Earrings can be dangerous and following our L.A. regulations they must be removed for P.E. or Swimming Lessons. Nail varnish/polish and make up should not be worn to school.

- 4) No valuables, including sums of money should be brought into school, unless previously agreed with the class teacher or child's parents.
- 5) Children will not be allowed to leave the premises during school time unless an adult collects them and the school has been informed beforehand.
- 6) A snack may be eaten during morning play consisting of a piece of fresh fruit or vegetable. Sweets and chocolate are not permitted as snacks.

Suggestions for Promoting Positive Behaviour in School

- ✓ Always expect the best from your pupils
This shows that you have faith in them, and believe that they can all behave well.
- ✓ Make it clear what you expect from them.
Children without boundaries go in search of them.
- ✓ Reward and praise them often.
This will enhance and strengthen their confidence.
- ✓ Involve them in setting learning targets.
This will promote independent learning.
- ✓ Value their efforts and achievements.
This will show them that learning effort and determination are valued qualities.
- ✓ Make time to get to know their personal qualities, interests and strengths.
This will show them that you value them as unique people.
- ✓ Avoid personalising problem behaviours; be hard on issues - caring towards pupils.
This shows that you value their right to learn and your right to teach. They will see that you appreciate that their behaviour might need managing by both you and them. They are able to control what they do.
- ✓ Explain your teaching aims at the beginning of any activity.
This will help pupils relate it to existing knowledge as well as well as being motivated to the new goal.
- ✓ Difficulties are an issue between you and the pupil, not just them.
This shows your commitment to them and their learning; if they are not learning, you are not teaching!
- ✓ One way to change their behaviour is to change what you do.
Classroom management is a skill. There are techniques you can acquire.

Unacceptable Behaviour

- Bullying, intimidation or any form of physical harassment.

- Swearing, name calling, abusive language, racial taunts or verbal harassment and insensitive use of words.
- Rudeness and insolence.
- Deliberate damage to property or belongings.
- Stealing.
- Leaving school without permission.
- Deliberate fighting or aggressive behaviour.
- Telling lies.
- Talking or interrupting inappropriately.
- Lack of co-operation/refusal to complete a given task.
- Disturbing other children or teachers.
- Persistent lateness.
- Failure to move quietly and sensibly in and around the school buildings.
- Behaviour which represents the school badly on out-of-school trips.
- Being in inappropriate areas without permission or supervision.

The school's prospectus will contain an outline of our school's approach to behaviour.

Rewards and Sanctions

Rewards

Praise is considered to be one of the highest rewards for children's good behaviour and makes them feel valued.

A reward system is in place and takes the form of credits or house points given for good work and positive behaviour. These may be given by any member of staff. Children accumulate these and they lead to a School Achievement Certificate being awarded. School assemblies provide opportunities to regularly celebrate pupils' school and home achievements. Class teachers will have a responsibility to monitor credit cards and Achievement Certificates given. It is important that this reward system is applied consistently in school to reinforce expectations and reward positive work and behaviour. Adults may use other appropriate rewards systems to support the system of credits such as handing out reward stickers or use of Golden Time.

Sanctions

The school operates a system of warnings being given for incidents of unacceptable behaviour exhibited whilst at school.

Pupils who fail to meet agreed expectations in terms of acceptable school behaviour will be made aware of the consequence of their actions and receive the following sanctions.

Hierarchy of behavioural sanctions for unacceptable behaviour which results in either the pupil disrupting their own learning or the learning of others (including whilst eating their lunch in the classroom). The school reserves the right to move directly to any level within the hierarchy of sanctions as appropriate

1. A verbal warning.
2. The pupil being given a formal warning and informed that if their behaviour doesn't improve they will receive a lunchtime sanction. Staff will discuss the inappropriate behaviour at a convenient point. This may be during the lesson or at the end of the lesson
3. If the inappropriate behaviour continues a lunchtime sanction will be issued. This will result in the pupil losing part or all of their lunchtime break, and the parent being informed.
4. If the pupil still continues to behave inappropriately they will be removed from the class and sent to the year co-ordinator, deputy or head as appropriate.
5. If a pupil continues to receive lunchtime sanctions or has to be removed from the class on more than one occasion it may be necessary at this stage to place the pupil on a behaviour programme tailored to meet the needs of that child. Parents will be invited into school to discuss the programme to be used.
6. The school reserves the right to issue a short period of fixed term exclusion (including lunchtime exclusion off site) for single incidents of extreme inappropriate behaviour or for continuous inappropriate behaviour.

Parents will be informed that a lunchtime sanction has been issued outlining the inappropriate behaviour and asking the parent to discuss the need for positive behaviour with their child.

All incidents involving a lunchtime sanction will be recorded in the School Behaviour Book as will incidents of children being removed from a class.

If a pupil hurts another child either physically or verbally during the lunchtime break, the lunchtime supervisor will bring the pupil from the playground and report the incident to the head, deputy, year co-ordinator, class teacher or another teacher. The pupil will be supervised for the remainder of the lunchtime break and receive a sanction for the following day.

Pupils who receive a lunchtime sanction will be required to write a letter of apology for their actions. They may also be required to complete other tasks such as completing any work not completed due to their actions.

The school also records any incident of a racist nature with subsequent action taken.

Communication and Parental Partnership

- We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- The school will communicate policy and expectations to parents.

Helping at Home.

- Show your child that you support us in our school aims.
- Take an active interest in your children's behaviour and work by focusing on their potential for learning environment as a whole.
- Continue to support the school by acting as a role model when dealing with adults.

Special Educational Needs

Children who have additional needs may require their behaviour managed in a different way. When this is the case a meeting would be held with the Special Educational Needs Co-ordinator, the class teacher and the parents and an individual behaviour plan drawn up to meet their individual needs.

Training and Restraint

Staff attend Team Teach training, a one day course in Positive Behaviour Management and Positive Handling, where appropriate. If restraint is required to manage a child's behaviour only staff who have current Team Teach validation will carry out the restraint. Team Teach training for staff is provided by Behaviour Works Ltd.

Staff are also given the opportunity to attend courses in behaviour management as they arise. In house training in behaviour management is organised for lunchtime supervisors.

Exclusion Policy

We seek to avoid exclusions and they are extremely rare. Exclusion is only enforced for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. Parents will be kept informed and involved in a programme aimed at improving behaviour. The Executive Headteacher/Deputy Headteacher and staff will identify pupils whose behaviour puts them at risk of exclusion. We will put in place a programme of action to improve the behaviour. Where appropriate we will seek additional advice, involving outside agencies as appropriate and possibly securing alternative arrangements such as small group teaching to address the inappropriate behaviour which could lead to exclusion.

Fixed term and permanent exclusions are only used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Bullying
- Frequent high level disruption
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults

Fixed Term Exclusions

Each individual situation will be investigated according to need. The Executive Headteacher/Deputy Headteacher will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. A decision to exclude a pupil for a fixed period will be taken on a balance of probabilities, only in response to breaches of our behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1 - 3 days are often long enough to secure the benefits of exclusion without adverse educational consequences.

Advice to parents

The Executive Headteacher/Deputy Headteacher and the staff of the school should use the period of exclusion to plan for the successful reintegration of your child. It would be sensible for you to discuss with the Executive Head teacher/Deputy Head teacher what you can do to help.

The school will hold a reintegration meeting, usually at the start of the first day back after exclusion, which you should make every effort to attend and join in. A parent's failure to attend a reintegration meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order, if at any future date a parenting order has been applied for by the school or local authority. However, the Executive Headteacher/Deputy Headteacher must allow your child to start back at school once the exclusion has finished even if you are unable or do not want to attend the meeting.

What happens to my child's education during the exclusion?

During the exclusion, school staff must still set and mark work for the first five days. The Executive Headteacher/Deputy Headteacher will explain the arrangements for collecting it and handing it in. If the fixed period exclusion is for more than 5 days, the school must make arrangements for the pupil's full time education from the 6th day onwards.

If your child has been permanently excluded, the school is still responsible for setting and marking work for the first five days. The LA has responsibility for providing full time education from the 6th day

What are my entitlements as a parent/carer? Can I appeal against my child's exclusion?

There are a number of steps which the school has to take and procedures which must be followed:

- The parent/carer must be informed immediately, ideally by telephone.
- Within one day, the Executive Headteacher/Deputy Headteacher must inform you by letter that your child has been excluded, the type of exclusion and the reasons for it. The letter should also state the date

that your child can return to school and the time of the reintegration meeting

- The Executive Headteacher/Deputy Head teacher must notify the Discipline Committee set up by the governing body, of your child's exclusion for any fixed period exclusion over 5 days.
- The Executive Headteacher's letter tells you that you have the right to make representations to the Chair of the Discipline Committee about the decision to exclude your child.
- If you wish to state your case to the Discipline Committee, the Clerk to the Committee has the discretion to arrange a meeting for fixed period exclusions up to 5 days and you may be invited to attend.
- If the exclusion is for any length of time between 1 and 15 days and you wish to make representations to the Discipline Committee, the Clerk must call a meeting
- For fixed period exclusions of between 5 and 15 days and if you wish to make a representation to the Discipline Committee, the Clerk must call a meeting between the 6th and 50th school day after the exclusion started
- You are entitled to receive a copy of any report which is provided to the Discipline Committee at its meeting to consider the exclusion
- A permanent exclusion will be reported to the LA.
- You have the right to have any letters, documents or reports translated into your mother-tongue.

Permanent Exclusion

A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be called as a last resort.

Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs is given in the SEN code of Practice. Schools must have regard to this guidance. School governing bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEN. Early intervention, accurate assessment and the arrangement of appropriate provision usually leads to better outcomes.

Other than in the most exceptional circumstances we will avoid permanently excluding pupils with statements. We will also make every effort to avoid excluding pupils who are being supported at School Action or School Action Plus. We will try every practicable means to maintain the pupil in school, including seeking professional advice and where appropriate asking the LA to consider carrying out a statutory assessment. For a pupil with a statement we will liaise with the LA to consider holding an interim review of the statement.

We recognize that we have a legal duty under The Equality Duty 2011 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability.

We accept that it is the behaviour that is the problem and not the child.

The governors will consider exclusions but will only meet specially when:

- The exclusion is for more than 15 days in length;
- If the pupil has exclusions accumulating to more than 15 days in one term;
- If the exclusion is under 15 days and, the parents make representation.

The governors will decide whether or not to uphold the Executive Head teacher's decision. Parents (and the pupil, where appropriate) have a right to attend and be heard at such a meeting, or submit written representations.

ANTI BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Bullying will not be tolerated at Rothwell Junior School

Bullying is action taken by one or more children or adults with the deliberate intention of hurting another child or adult either physically or emotionally.

Introduction

At Rothwell Junior School we are committed to providing a safe and secure environment where all can learn and achieve their full potential without anxiety. Bullying of any kind is unacceptable at our school and will not be tolerated. It is wrong and damages individuals. If it does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. All pupils will be taught respect for themselves and for each other so that incidents involving bullying are rare. This policy applies to everyone at Rothwell Junior School.

Aims and Objectives

Aims

At Rothwell Junior School we actively seek to provide an environment where all members of the school community feel happy and secure in order that all pupils achieve their full potential.

Objectives

- For all the school community to understand what is meant by 'bullying'.
- For every member of the school community to be responsible for reporting and addressing bullying.
- To provide a secure environment where members of the community are encouraged not to 'suffer in silence'.
- To outline strategies for all members of the school community to combat all forms of bullying.
- To provide clear procedures for reporting bullying and for them to be understood and followed by everyone.
- To protect every member of the school community from bullying: pupils, parents and staff.

Rationale

Bullying hurts. No one, be it adult or child deserves to be a victim of bullying. People who are bullying have to learn more appropriate ways of behaving. In our school everybody has the right to be treated with respect and, therefore, we as a school have a responsibility to respond promptly to issues of bullying. By having an anti-bullying policy in place that everyone adheres to, we can fulfil our vision and mission statements.

Definition

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms." OFSTED-2003

We define bullying as the use of physical or verbal aggression with the intention of hurting another person. A bully uses power, be it physical, mental, verbal or by exerting influence against another person or persons. Bullying results in pain and distress to the victim. Bullying can be:

- Religious by showing a lack of respect for religious beliefs
- Cultural by showing a lack of respect for other cultures
- Emotional by excluding, tormenting, ganging up or taunting someone due to educational need, physical disability or health
- Physical any use of violence
- Racist racial taunts, graffiti, gestures
- Sexist because of or focussing on issues of gender
- Sexual unwanted physical contact or abusive comments
- Verbal name-calling, sarcasm, teasing, spreading rumours
- Cyber using technology to verbally hurt or harm others
- Disability by showing a lack of respect for a person's disability
- Age by showing a lack of respect for a person's age
- Nationality by showing a lack of respect for a person's nationality

Bullying is a behaviour that involves systematic abuse of power. Bullying in school is not confined to children. Adults can also display bullying behaviour towards each other and children.

When an individual starts bullying he/she is not responding to nastiness from another person. When pupils with the same power, numbers and strength fight or argue, this is not bullying. Bullying can sometimes be unwitting, but the effect is the same.

Signs and Symptoms

Display of any or more of the following may be indicators of bullying:

- Being frightened of walking to or from school
- Changing (child's) usual routine
- Begging to be driven to school
- Not wanting to come to school
- Becoming anxious and withdrawn
- Sudden bed wetting
- Attempted or threatened suicide

- Crying at night/nightmares
- Feeling ill in the morning
- Truancing
- Beginning to do less well at school
- Coming home with clothes / books damaged or missing
- Having possessions go missing
- Asking for or stealing money
- Continually losing pocket money
- Unexplained cuts and bruises
- Coming home hungry (lunch going missing)
- Becoming withdrawn / lacking in confidence
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above

Prevention and Early Intervention

Rothwell Junior School is a caring school with a positive ethos. Pupils are encouraged to look after themselves and each other. To prevent incidents of bullying we:

- Ask that all children and their parents sign and agree our Home School Agreement before they become part of our school;
- Regularly discuss and explain the Home School Agreement in assembly, RE and PSHE and Citizenship lessons;
- Positively teach a circle time, RE and PSHE and Citizenship programme to all classes including promotion of self-worth, friendship and feelings, dealing with bullying and reporting bullies;
- Devise sets of classroom rules to promote positive social behaviour;
- Supervise pupils at all times. 3 members of staff are on duty each morning break time. Each Year Group has its two lunchtime supervisors. Lunchtime supervisors have their Supervision Report books to record incidents which are shared with the Executive Headteacher/Deputy Headteacher on a daily basis. Pupils should never be left unsupervised in classrooms or shared areas;
- Have named person(s) responsible for Safeguarding and Child Protection.
- Pupils will be reminded regularly that all forms of bullying are unacceptable and will not be tolerated.
- Opportunities are provided for open discussion without fear of ridicule or retribution.
- Children will know that all adults in school will listen and take their concerns seriously.

- Contact details of outside agencies such as Childline will be made available to the children
- The buddying and peer support systems, as part of a whole school approach, will enable pupils to cope with bullying. While not preventing bullying, peer support reduces the number of children who stay silent.
- Through Peer Mediation pupils learn to solve disputes by identifying the problem and finding a solution.
- Counselling will be made available if appropriate to individual or small groups of children, following programmes relating to specific behaviour patterns e.g. anger management, conflict resolution.
- Through assemblies and role-play pupils will be taught how to behave if they are bullied or if they are a bystander.
- All staff will have regular training in good practice.
- All members of the community should be made aware of the signs that may indicate that a pupil is being bullied.
- All members of staff will be vigilant in class, corridors, toilets and playgrounds.
- All staff will be aware of times and hot spots where bullying is more likely to take place.
- All staff will observe and be watchful of social relationships in class and the playground.
- Lunchtime supervisors will be trained in positive play techniques to help children who would like to join in with activities, but lack the skills or confidence.
- Children will be taught how to avoid and respond to bullying using text, e-mail, mail or web-sites.

Procedures and Outcomes When Bullying Occurs

It is the responsibility of all staff and all children to report bullying.

Children are taught to tell someone as soon as they feel they are being bullied. Children are taught about how to deal with bullying as part of assemblies and PSHE work. There are a number of "worry boxes" in school which children can use to inform someone in writing of any concerns or incidences relating to bullying etc. These boxes are regularly monitored and each case is dealt with promptly.

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with the behaviour policy. With particular respect to bullying the following procedures apply:

1. All incidents of bullying must be reported to the Executive Headteacher/Deputy Headteacher. The Executive Headteacher/Deputy Headteacher or Year Co-ordinator will follow up the report by talking to the victim, the bully and any witnesses as appropriate.
2. Wherever possible the parties will be reconciled.
3. Support will be offered to the victim through interventions such as buddying or peer support.
4. Records will be kept outlining incidents of bullying and how they have been dealt with. The Executive Headteacher/Deputy Headteacher is responsible for collating the recording of incidents and analysing patterns of bullying. Staff will be informed of incidents of bullying.
5. The bullying behaviour or threats of bullying will be investigated and stopped immediately. The Executive Headteacher/Deputy Headteacher or Year Co-ordinator will talk to parents of the bully and the victim.
6. The bully/bullies will be asked to genuinely apologise.
7. Incidents of persistent bullying may be recorded in the child's yellow folder
8. If the problem persists, as in line with the behaviour policy, the bully may be excluded from school for a fixed term or even permanently.
9. If necessary and appropriate, the police will be consulted.
10. By the use of a range of strategies the bully/bullies will be helped to change their behaviour.
11. In the case of bullying behaviour towards another adult, the chair of the governing body will be informed.
12. Advice will be sought as to the best way to rectify bullying between adult parties.
13. After an incident has been investigated and dealt with the situation will be monitored to ensure that repeated bullying does not take place.

Training

Training for all staff will be provided through in-service courses both on and off site and through the use of outside agencies.

Responsibilities

Governors are responsible for monitoring incidents of bullying that occur and reviewing the effectiveness of this policy, ensuring that staff are accountable to them for reporting and dealing with bullying issues. *Governors* will follow the procedures outlined in the Complaints Policy in dealing with any request for an investigation into an incident of bullying, from parents, pupils or staff. In all

cases, the governing body will notify the Executive Headteacher and ask him to conduct an investigation in line with the schools' Complaints Policy.

Matters relating to the behaviour or welfare of pupils will be regularly discussed as Agenda items of the Pastoral Committee, which meets twice a term, and are raised through the Executive Headteachers' Report at Governors' Meetings.

Senior Management Team- The Executive Headteacher, Deputy and Year Co-ordinators are responsible for the implementation of this policy and for ensuring that procedures outlined are followed. They will ensure that all children know that bullying is wrong, and that it is unacceptable at Rothwell Junior School. The Executive Headteacher/Deputy Headteacher will ensure that all staff receive sufficient training to be equipped to deal with incidents of bullying. All staff will set the school climate of mutual support and praise for success, so making bullying less likely.

Staff are responsible for the well-being of pupils in their care and for following up incidents of bullying as outlined in this policy. Staff will attempt to support all children in their care, establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Children and Parents are responsible for reporting incidents of bullying to staff immediately. Ours is a telling school. Children need to not feel in fear of recrimination should they tell. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child(ren) to be positive members of Rothwell Junior School. We ask that parents help their children to understand the difference between a petty argument and bullying.

Working With Parents

At Rothwell Junior School parents are encouraged into school and every effort is made to make them feel welcome. Parents are encouraged to discuss any concerns. We inform parents of our values through:

- Home School Agreement
- Newsletters
- Weekly celebration in assemblies
- School website

Communication with Parents

At Rothwell Junior School, we hope to promote good behaviour by prompt and frequent contact with parents. The partnership between the school and our pupils' parents involves a joint responsibility for communicating with each other. A Home-School Agreement clarifying roles, responsibilities for parents, the school and the child is in place. This will be circulated annually to parents, carers or guardians.

We believe:-

- Positive relationships between parents and teachers are more effective than criticism and mistrust.
- The relationship between parents and the school should be an open and honest one, with a common shared purpose in furthering the educational progress of their children.

Contact with parents is maintained through:

- An ethos, which welcomes parents into school.
- Parent evenings each term where individual children's academic progress and behaviour is discussed.
- Curriculum Evenings, class assemblies, celebration assemblies, concerts and meeting about organisation or policy matters relating to the life of the school.
- Information on the school, including curriculum aims etc. are given to parents when their child is admitted to school. This includes summaries of school policies. Full copies of school policy documentation are available in school for reference by parents, if requested.
- The Educational Welfare Officer, the School Nurse, the Educational Psychologist and other support agencies that have regular contact with parents both at home and in school.
- Parents will be asked to comment on this policy and bullying in parent surveys. Children views on bullying will be sought through pupil questionnaires.

The Anti-Bullying policy reflects the opinion of the pupils, parents and all school staff, having been revised, discussed and agreed during 'Anti-bullying week', annually.

Support for Staff

Teachers at all times are directly responsible for their class.

1. All members of staff will take responsibility for promoting positive behaviour and maintaining discipline

2. Unacceptable behaviour including breaches of the school rules should be dealt with immediately, when they occur.
3. All staff, including support staff should have opportunities to acknowledge difficulties, and to ask for help knowing that help will be willingly and uncritically given.
4. Liaison is required between class teachers and any other staff who deal with class behaviour problems.

Rothwell Junior School is committed to helping to implement this policy through staff training and support. Staff Meetings and Special Needs consultation meetings should provide opportunities for discussing behaviour problems.

Where the victim is a member of staff: Staff may be bullied by other members of staff, parents/carers and governors. Staff in schools may also be bullied by students.

Staff should:

- "log" all incidents
- Seek the support of their line manager in managing the incident. The line manager will keep the Executive Headteacher/Deputy Head teacher informed
- Ensure all meetings are supported by the attendance of another member of staff
- Persistent concerns will be reported to the Executive Headteacher/Deputy Headteacher for discussion with governors.
- If the victim is the Executive Headteacher/Deputy Headteacher they should raise the issue with the Chair or Vice Chair of Governors
- The staff member may also wish to speak to their union representative.
- A conflict resolution meeting should be held in order to address the issues following the advice of the Human Resources department.
- Disciplinary procedures may need to be invoked following HR advice (Governors personnel committee in place for this)

All staff can contact 'Teacher Support Network'

<http://teachersupport.info/>

for information, support and coaching. 08000 562 561

Racist Incidents

Racist incidents will be dealt with in line with LA procedures.

Equal Opportunities

This policy applies equally to all regardless of:

- Language
- Gender
- Social and ethnic origin
- Family composition
- Learning need
- Life style
- Physical attribute
- Sexuality
- Religious
- Cultural
- Nationality
- Age
- Disability

Dissemination

This policy will be circulated to the following:

- Staff (teaching, support staff, lunchtime supervisors, premises staff)
 - Governors
 - Parents

Monitoring, Evaluation and Review

This policy is monitored on a day-to-day basis by the Executive Headteacher, who reports to governors about the effectiveness of the policy upon request.

This policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Executive Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This Policy will be reviewed annually by the Governing Body.