



BEHAVIOUR POLICY

We want all staff, visitors, children and their families to feel welcome and involved at Coppetts Wood School. We are a happy, caring learning community in which every individual has an equal opportunity to discover, explore and realise their potential.

We believe it is the right of all to have access to high quality learning experiences in a stimulating, creative learning environment where our children are supported in taking risks and take great pride in their work.

We recognise that a positive attitude and positive behaviour are essential for effective learning. We provide an environment where children can develop self-esteem, independence, self-discipline and responsibility.

We value working in partnership with our parents and the wider community in order to provide the best opportunities for children and so we have written this policy so that all of us - teachers, parents, carers, pupils, and the governors - can work together to improve behaviour, attitude and standards of work. Good behaviour and good discipline are essential if effective teaching and learning are to take place.

Equal Opportunities

Central to our Behaviour Policy is the commitment we have as a school to equality and it should be read in conjunction with the Inclusion of pupils with Special Educational Needs and Disability Policy, Anti-Bullying Policy and Equalities Policy. In the same way that every individual has an equal opportunity to discover, explore and realise their potential, they also have the right to be treated equally and fairly and without prejudice or preconceptions. We aim to ensure that every member of our community respects others and is respected. We oppose any form of racism, sexism, disability discrimination, homophobia, transphobia or any other form of discrimination.

AIMS

1. To teach children to think about their behaviour and to learn self control.
2. To give children the chance to make choices and decisions about their work and play so they can learn about responsibility and independence.
3. To encourage children to be polite and fair.
4. To teach children to respect other people, their property, beliefs and feelings...essentially, to respect difference.
5. To praise and reward good work, behaviour and attitudes. We will always reward improvement.
6. To involve parents in all aspects of school life, including their children's behaviour.
7. To foster a caring attitude for the school environment.

Encouraging Good Behaviour

At Coppetts Wood School we encourage good behaviour in many ways. We provide a broad and balanced curriculum, which is appropriately differentiated to meet all our children's needs. We provide opportunities for success in as wide a way as possible so that all children have the chance to shine. We aim to have a shared understanding of what good behaviour is through talking about it regularly, acknowledging it and celebrating it. All classes have PSHE lessons and use a mixture of materials. Classes also have fortnightly Circle Time. We have a School Council and Pastoral Manager and Learning Mentor who, as part of their role, support children with more challenging behaviour. We recognise our duties under the PREVENT strategy and are committed to providing a broad and balanced curriculum that aims to prepare children for life in modern Britain. The British Values are encouraged in a number of ways (see SMSC file) and our Values system supports the development of the whole child as a reflective learner within a safe respectful learning environment.

Our approach to positive behaviour management is underpinned by our rules, rewards and consequences. Our rules outline the responsibility we all have to protecting everyone's' rights - the right to feel safe; the right to learn; the right to be treated with respect. Our rewards are for following the school rules and recognise positive behaviour. Our consequences are what happen when children choose not to follow the rules.

Our School Rules

We listen to others
We tell the truth
We are polite
We are kind - we do not hurt anyone
We follow instructions



Do the right thing!

WHAT WE EXPECT OF CHILDREN

1. To be polite - to teachers, support staff, other children and visitors - and to respect the authority of the adult in charge.
2. To listen to adults and each other and to consider each other's feelings.
3. To walk about the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong - not to argue or to get angry with the person sorting it out, answer back or use bad language.
10. To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
11. To find ways of resolving arguments and sorting out difficulties constructively.
12. To care for the school and its equipment and to report any damage they see.
13. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

WHAT CHILDREN CAN EXPECT OF STAFF

1. To listen to them and take note of their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have broken a school rule.
5. To apply sanctions fairly, consistently, proportionally and reasonably
6. To recognise children's achievements.
7. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
8. To create a positive and safe environment in the classroom and playground.
9. To supervise the playground well.
10. To trust them and to care about them equally.

REWARDS

All children at Coppetts Wood School are expected to behave well. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to adult praise we also reward children by:

- Showing their work to other staff or the Head teacher, or simply going to see them for extra praise
- Being given 'special jobs' or responsibilities
- Letting parents know how pleased we are through phone calls or face to face
- Stickers
- Stamps on their work

We also have school systems to recognise positive behaviour and achievement.

Our main aim is to improve children's attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

Whole school reward systems

At Coppetts Wood School, we regularly have a **whole school emphasis** on a particular 'behaviour' target e.g. speaking politely, walking around school calmly, which changes during the year. This is something all the children and staff focus on. It will be the subject of assemblies and of our reward systems.

Children are given '**special mention cheques**' in assembly on Fridays. Two children are chosen from each class to receive a cheque for exceptional improvement or achievement - one for work and one for behaviour, linked to the school focus. There will be a special trip or event for the children who have received three special mention cheques. This is organised by the Head Teacher.

We have special mention cheques for attendance and punctuality every half term and an attendance shield for the class with the best attendance weekly.

Class reward systems

We have a whole school individual 'Postal Points'. Children gain individual points for keeping the school rules, effort and achievement. These points lead to the award of different wrist bands (see Appendix 1) Individual classes may also have group or whole class reward systems running when appropriate.

CONSEQUENCES

The majority of children respond to a reminder of the rules and choices from a member of staff. For those children who choose not to follow the school rules, we have a framework of sanctions in order to maintain a safe and positive learning environment.

- Warning and rule reminder
- Name on the board
- Dot beside the name if the child repeats the inappropriate behaviour
- Time out in the classroom
- Time out in partner class

When going for time out in a partner class, children must take a timer with them and complete a behaviour reflection sheet. This is discussed with their teacher at the end of the lesson and any follow up carried out. The sheet is kept in the Inclusion file as a record.

At a playtime or lunchtime, we also have a framework of sanctions.

- Warning and rule reminder
- Stand by the fence for 5 minutes with timer (name noted)
- Involvement of the head/deputy head or Senior Staff on duty
- If a child has their name noted down 5 times, the head teacher is informed, further action agreed and a letter sent home.

If a serious incident occurs in the mainstream school/playground/Crunchdiddy Cabin a child who is not involved will be sent to the office with a yellow card to summon additional help. If a serious incident occurs in the outer buildings (Foundation Stage and Children's Centre) a member of staff will ring over for assistance.

A stage in the above plans may be missed out if the behaviour escalates, is repeated or extremely challenging. In exceptional cases, the child may be sent to the head teacher or deputy head teacher. They may carry out a further sanction, put the child on report for a number of days or carry out restorative justice enquiry.

Being on report: This means the child has to work towards specific targets and check in with the head or deputy at the end of every morning or afternoon for monitoring

A restorative justice enquiry: This involves a trained facilitator listening to everyone involved individually. There is then a meeting with everyone together. Individuals are empowered to open-up about their feelings and how they were affected. Problem-solving skills are developed and individuals decide how to repair the harm done to relationships and people. A contract can be drawn-up (where appropriate) between individuals as a reminder of their agreement.

A record of more serious behaviours is kept in the incidents diary and if appropriate the homophobic and racial incidents file. In cases of extremely serious behaviour or if there is no response to all our previous strategies, children may have a more serious sanction. This might be:

- Internal exclusion - spending an extended period of time in another class or with a member of the Senior Management Team.
- Exclusion at another school - the child is sent to another school with a member of our staff (usually our Learning Mentor) to work for one or more days
- Fixed term exclusion where the child is sent home either for the rest of the day or for a specific number of days
- Permanent exclusion

For all educational visits a full risk assessment is carried out if there is a risk due to a child's behaviour and appropriate control measures put in place, this may include asking the child's parent to come along to take responsibility for the child if necessary.

Exclusions are very serious and we hope to avoid them by home and school working together. Any type of exclusion is made known to our Governors (we may arrange meetings with the Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Parents have the right to appeal against a fixed term exclusion of over 5 days or a permanent exclusion. We follow the procedures laid down in the Statutory Guidance and Regulations on Exclusion (updated in January 2014).

Bullying

At Coppetts Wood School we will not tolerate bullying. Bullying is taken very seriously and may result in exclusion (see attached Anti-Bullying Policy).

Use of restraint

Staff are aware of the regulations regarding the use of force by teachers as set out in the DfE guidance 'The use of reasonable force' and follow Barnet's guidance. Staff only intervene physically in the circumstances laid out in the guidance. Staff can use reasonable force.

What is reasonable force? (Taken from the DfE guidance)

1. 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 pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. 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 pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils 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

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 pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Force is not and should not ever be used as a punishment - it is always unlawful to use force as a punishment.

Being Safe

Incidents involving drugs, alcohol or dangerous weapons will be managed in line with this policy and appropriate Local Authority procedures will be followed.

Children with Particular Needs

We have a commitment to treating all children equally and fairly and without prejudice or preconceptions but are aware that there are some children who may find it hard to behave appropriately at times due to specific difficulties or particular circumstances in their lives and who may need particular help. If a child's behaviour gives cause for serious concern we may give additional support in school. We have a Pastoral Manager and a Learning Mentor in school who have many roles, but who are able to give particular support to children who have more challenging behaviour. We may write a Behaviour Management Plan to put in place individual strategies for children with particular difficulties. This is done with staff and parents/carers. We can also, with the agreement of parents, seek the assistance of outside agencies e.g. CAMHS, Educational Psychologist or Barnet Primary Project.

Monitoring and Review

The head teacher will monitor the effectiveness of the policy regularly and report to the Governing Body. The school keeps a variety of records related to behaviour and the Head teacher keeps a record of any fixed term or permanent exclusions. The governing body will monitor the rate of exclusions and ensure the policy is administered fairly and consistently. The Governing Body will pay particular attention to racial equality and ensure no child is treated unfairly because of their race, ethnic background, disability or gender.

12 WAYS THAT PARENTS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect and how hard you expect them to work.
2. Make sure your child keeps the rules when they are with you in school or on an outing.
3. Support your child to behave appropriately in school by modelling good behaviour e.g. not using bad language at home.
4. Help your child to be on time and to remember anything they need for school (reading folder, swimming kit etc).
5. Read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child but bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Please do not tell your child to hit back at school. We are committed to showing the children other ways of sorting out difficulties and arguments.

9. Try not to react to every little upset so your child learns to get things in proportion and to cope for himself. However do remind your child it is all right to ask for help.
10. Let a member of staff know if there are particular reasons why your child might be behaving in a different way e.g. a bereavement in the family.
11. Be positive with your child and reward them for the good things they do at school.
12. Work with us to ensure positive behaviour. Home and school need to work together to give children high standards and to let them know what is expected of them.

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Reviewed: October 2011

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Appendix 1

Postal Points

Every class has an individual reward system. Children are given postal points for effort, achievement and following the school rules. Class teachers record these in their classrooms. Postal points can also be given at playtime/lunchtime. Points are given out singularly.

Bracelets are given out when children arrive at key destinations number of points and text/letters sent home for every third certificate received.

20 points - The World

40 points - Europe **Wrist Band**

60 points - UK

80 points - N10

100 points - London **Wrist Band**

120 points - Barnet

140 points - Coppetts Road

160 points - Coppetts Wood School **Wrist Band**

A Postal record is kept in each class room and is updated weekly with children's names and photos on the relevant destination.

Appendix 2 - Guidelines for Staff on Playtime/Lunchtime Duty

Every class must be taken out to play by a member of the staff team.

The supervising adults should go straight to the playground promptly for the beginning of playtime and take a short break at a time agreed with their class teacher. Children should never be left unsupervised on the playground and staff should move around the playground and ensure that no areas are left without adequate supervision. In the interests of Health and Safety staff should not attend the playground with hot drinks. There is duty rota for this in the staff room. If you are out on a course please re-arrange your duty cover/swap with someone else

- Staff on duty **MUST** be out promptly.
- Supervise all areas of the playground - check for obvious dangers.
- Encourage children to play creatively - encourage those who are on their own to join in with others. Sensible games only - no rough play, play fighting or bad language.
- A qualified First Aider is outside and minor injuries will be treated outside. A member of staff on duty should accompany a child into the medical room in an emergency. Any more serious injuries should be dealt with by the member of staff on medical duty.
- Children are allowed to play on the grass when the weather permits.
- Sort out minor discipline problems outside. Children can do time out by the fence if necessary. Only take or send in those children whose issues cannot be resolved outside
- Ensure children respond to the bell and line up quietly in their class line.
- Children have to ask to go to the toilet and should be encouraged to go during play time and not class time.
- Children may not come into school during playtime unless to use the toilet or for medical advice. They must therefore take out their coats/ sun hats at the start of playtimes.
- All members of staff must meet their class promptly at the end of play and lunchtime.

Playtime and Playground Management

The children know that fighting, or fighting games and rough play is unacceptable. It is helpful to distract children with alternatives to rough play commencing, eg 'sticky toffee' instead of 'play-fighting'. The children know that put-downs are unacceptable and should be encouraged to speak politely. Children know that arguing with an adult is unacceptable and guidance for managing this is set down in the Behaviour Policy. Staff should not argue back

Children know it is unacceptable to argue in ball-games. Arguments that get out of hand result in the ball being taken or children involved in the arguments not being allowed to continue playing for a fixed period. There is a schedule for activities and zones. Children are not allowed to use the astro or ball walls if it is not the day for their class. There is also a schedule of areas for adults. All adults on duty whether on general duty or one to one are expected to actively supervise the playground and engage with children in play.

There are rules for the ball wall which should be displayed and reinforced by staff.

Names of children not allowed to play football on the Astro turf or ball games need to be recorded on the clip board found in the medical box/staff room board. It is the responsibility of the adults on duty (ball games) to go through the list of names.

If there is a situation with which you feel 'uncomfortable' send a child to the staff room for backup and support. It is everyone's responsibility to support each other. An emergency Yellow Card is used for instant response from any available adult.

If a member of staff wants children to leave the playground for extra work / clubs, the children must be collected from the playground. Children must not be left wandering the building on their own.

At the end of play / lunch a staff member on duty rings the bell and children line up. At lunchtime the bell is rung at 1.20 as a reminder for children to go to the toilet and put equipment away.

Class Teachers must meet their class promptly at the end of playtime.

It is not permitted to leave children unattended in any room/area of the school at any time for any reason at all.

Wet Days

During Wet Play children stay in classrooms and have access to the wet play box/cupboard kept in every class. Each class will have a list of what the children can use during wet play displayed in their room. No scissors or electrical equipment should be in use at all. Morning Wet Play duty will be carried out by the class TA. TAs will then get a break either before or after the playtime. A member of staff on general duty should send a message to all class teachers informing them of wet play in good time.

- If the bell goes during a playtime because rain starts - staff need to collect their classes
- At lunch time the staff on duty will bring the children in. There is a wet playtime duty to ensure all classes are covered at lunchtime. If the bell goes half way through lunchtime staff may need to be flexible about their lunch break and should alert Monica Whitehorn in the dining hall or the head or deputy if they have not had a break so one can be arranged.

Appendix 3 - De-escalating techniques

Our aim is to promote self-discipline, fostering self-respect for others and care for the school, the wider community and the environment. We expect everyone, adults and children alike, will behave with courtesy and consideration to others at all times. The school rules centre very firmly around the health, safety and welfare of the children and staff. They should be displayed in a prominent position in every classroom - children should be reminded of the rules and signposts periodically and be aware of the consequences of choosing to ignore them. [Please see Behaviour Management Policy].

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 proximity - reinforcing desired behaviour having a calming effect, especially where accompanied by encouraging statements
- ◆ Teacher statements - describing the desired behaviour are directed at individuals rather than at the class
- ◆ Requests to stop 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 eg 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 non-compliance 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 aways, 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, eg 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

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 Senior Management Team, or to another classroom, the child must be accompanied by another adult, or send another child to find a second adult.



Anti-bullying Policy

Rationale: We recognise the entitlement of all pupils to be taught in a safe environment, protected from bullying, secure and happy, enjoying the positive social school experience where effective learning can take place. This policy is part of our wider policy on positive behaviour management, and is central to our caring ethos.

"We consider that schools which simply have long lists of prohibitions and no consistent behaviour policy are more likely to be troubled by bad behaviour than those which have harmonised all features of the institution concerned with behaviour." *The Elton Report - Discipline in Schools*

Definitions:

'Safe to Learn: Embedding anti-bullying work in schools' (2008) defines bullying as:
'Behaviour by an individual or a group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (para 1.6)

Bullying includes:

'name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of other.' (para 1.7)

The Anti-Bullying Alliance has produced an easy to read definition of bullying:

'People doing nasty or unkind things to you on purpose, more than once, which is difficult to stop'.
(*Anti-bullying Alliance Tool Group and Smith, PK 2006*)

Legal requirement: The Schools Standards and Framework Act 1998 requires all schools to ensure that measures are in place to prevent all forms of bullying among pupils. The Act also requires each Governing Body to review its policy on bullying annually.

Aims

In common with all Barnet schools, we acknowledge that bullying exists in all schools.

We aim to:

- Ensure all children understand what bullying is and what they should do if they experience / witness bullying.
- Reduce and attempt to eradicate incidents of bullying.
- Establish effective responses to bullying and strategies for prevention.
- Ensure that all pupils, staff and parents are aware of the policy and are committed to adhering to its guidelines.
- Ensure that every member of the school community values the policy and feels safe and supported.
- Use Restorative Justice approaches in managing incidents where appropriate

Guidelines

- Assemblies, circle time and PSHCE to address bullying so all children understand how to recognise bullying and feel empowered to speak to an adult.

- E-Safety focus in school for children and parents to understand the risks of cyber bullying and keeping themselves safe online.
- All school staff will act sensitively, promptly and firmly against all forms of bullying.
- Failure to deal with incidents of bullying could be viewed as condoning the behaviour.
- We are aware that all children are potentially vulnerable to bullying
- We recognise that children with SEN and disabilities may be adversely affected by negative attitudes to disability and perception of difference. They may find it more difficult to resist bullies, may not understand that what is happening to them is bullying and may have difficulties telling people about bullying. All staff are expected to be vigilant in their supervision of all children and to monitor any difficulties, changes in behaviour etc., closely.
- Sanctions will follow the procedures detailed in the positive behaviour policy, such as:
 - discussions with parents and pupils
 - withdrawal from privileges
 - referral to a member of the SMT
 - referral to the learning mentor
 - behaviour cards
 - withdrawal from lunchtime play
 - managed play with an adult or in a withdrawn group.
 - In repeated cases where other intervention has failed to have an impact a fixed exclusion may be necessary.
- We are sensitive to the fact that in selecting the right approach we are sensitive to the needs and strengths of the children involved, particularly those with SEN and disabilities e.g. some pupils will struggle to remember incidents several days after they have happened so action needs to be taken promptly.
- TA's will inform class teachers at the end of playtime of any incidents so that if any patterns are emerging, appropriate preventive strategies can be put in place.
- Playground Buddies system to identify children who may be particularly vulnerable in the playground.
- Incidents will be recorded in the incident file. Staff notes made separately will be filed with the book. All notes need to be dated and signed. Racist and homophobic incidents will be recorded also on the Barnet Racist and Homophobic Incidents Monitoring sheets.

Information gathering and reporting

- A confidential survey will be conducted from time to time among pupils (anti-bullying week, annual pupil questionnaires, School Council discussions).
- Parents' opinions will be sought in the annual parents' survey.
- Good practice in our school and from other schools will be shared at staff meetings.
- Governors will review annually the anti-bullying policy and amend it when appropriate.
- School Council will review annually the anti-bullying policy to ensure their views are accounted for.

We will not tolerate bullying at Coppetts Wood School. Repeated bullying will be treated very seriously and may result in exclusion.

Parents and children are asked to talk to the class teacher or another member of staff if they are worried about bullying. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Systems should be in place in each classroom that enable children to talk to an adult about any worries that they may have.

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