

Ysgol Capelulo



Good Behaviour Policy

Incorporating Anti-Bullying Policy

YSGOL CAPELULO

Good Behaviour and Anti-Bullying Policy

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Signed by Head Teacher..... Date.....

Signed by Chair of Governors..... Date.....

1. INTRODUCTION

In order to achieve a caring, stable environment where the atmosphere is happy and hardworking, it is essential for us, as a school community working together, to adopt clear policies on behaviour and ,as part of this, on bullying. A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to this policy.

2. GOOD BEHAVIOUR POLICY

2.1 Code of conduct

Everyone will act with courtesy, respect and consideration to others at all times.

To achieve this, **pupils** must:

1. Be considerate and respectful to others
2. Seek to understand other people's point of view
3. Speak nicely and considerately with others
4. Move gently and quietly around the school
5. Be ready to help others by opening doors, standing back to let people pass, offering assistance wherever needed
6. Keep the school clean and tidy so that it is a welcoming place to be proud of. Always put litter in bins; take care of displays of work; wipe shoes on the mats provided at the various entrance points
7. Understand that it is important to demonstrate good behaviour both in and out of school
8. Be a good citizen whether in school or in the wider community

And **Staff** will:

1. Demonstrate good standards of behaviour.
2. Display high standards.
3. Show respect for others.
4. Create an active and positive learning climate.
5. Deal with poor behaviour using approaches as set out in the Behaviour and 'anti bullying' policy.
6. Praise positive behaviour at every opportunity.

2.2 Positive learning environment:

We are adopting an environment which promotes a positive 'Can-Do' culture throughout the school. It lays the positive foundations that we feel are fundamental to fostering a constructive, optimistic and caring learning environment which is conducive to pupil's feeling of well-being.

To establish a positive learning environment pupils are encouraged to:

Start of School

1. Enter the school proudly and quietly whilst in the reception and corridor area.
2. Take off and put away outdoor wear.
3. Pick up any bags or coats seen lying on the floor (even if it is not their own) and secure on the pegs provided.
4. Walk into class quietly and sensibly and sit in appropriate area awaiting instruction.
5. Listen carefully and respectfully during registration.

During Lessons

1. Listen carefully and respectfully when the teacher talks to the whole class.
2. Put 'a quiet hand' up to answer a question - not shout out.
3. Work sensibly and co-operatively alongside their peers and reflect on their learning.
4. Ensure they drink plenty of water throughout the day.
5. Listen, whilst working, to music playing in the background at various times of the day.

End of Learning Activities

1. Make sure chairs are put under the table neatly, materials used e.g. pencils are stored neatly and any litter is picked up and put in the bin.
2. Listen attentively to any further instruction.

And staff will:

1. Greet children on time and appropriately (e.g. at beginning of the day or a lesson after break time).
2. A minimum of two staff to be on outdoor playground duty.
3. Always be prepared for the lesson and enter the class with the pupils.
4. Extend and motivate pupils.
5. Mark work constructively, preferably with the pupil.
6. Encourage creative dialogue and questions to encourage good thinking.
7. Keep an attractive, clean and tidy learning area.
8. Maintain interesting and relevant displays.

2.3 Classroom Behaviour Plan

Our Classroom Behaviour Plan consists of three parts and is taught to all pupils. Its aims are to protect pupils' rights and to help ensure parental and staff support.

1. Rules

We have implemented a 'Golden Rules' system which applies to all children. It reminds them that there are consequences when there is inappropriate behaviour. All classes have a set of 'Golden Rules' which is visible in the class and created as part of a participative process with pupils.

2. Positive Recognition

Positive recognition is emphasised throughout. It encourages pupils to behave appropriately and to continue to do so. Staff create a positive 'can do' learning culture and use praise consistently. Rewards are inventive, wide and varied, they can be earned immediately or progress over time:

- Reward tickers / stars
- Star or Pupil of the week
- Class Dojo points
- Public praise in front of peers
- Recording names in the Golden Book
- Recording name in a certificate book (celebration assembly)
- Giving a helper badge
- Congratulatory letter sent home
- Headteacher's award.
- Pupils share work with peers / staff / headteacher
- Headteacher awards weekly / certificates of achievements

3. **Consequences steps-** Children are made aware that there are consequences when there is inappropriate behaviour. For children who choose to break the rules and behave inappropriately, a discipline procedure (**Step protocol**) will apply according to the severity of the incident:

- Step 1:** Redirect behaviour.
- Step 2:** 1st Warning.
- Step 3:** 2nd Warning.
- Step 4:** Time out.
- Step 5:** Time off Golden Time or No break-time (No more than 5-10 mins.)
- Step 6:** Withdrawal of privileges e.g. responsibility roles, after school clubs
- Step 7:** Sent to Deputy Headteacher.
- Step 8:** Severe clause (in cases of verbal remarks or physical abuses) - Send to-Headteacher, parents called and a letter sent home to parents stating the unsuitable behaviour and the consequences. (Note: If pupil is excluded the letter is handed to the parents)
- Step 9:** Persistent bad behaviour - Meeting arranged to discuss bad Behaviour with parents and a home / school diary is implemented.
- Step 10:** Headteacher informed at all stages via record file.
- Step 11:** Exclusion of pupil only considered as a last resort for severe incidences. (See Appendix 1)
- Step 12:** Chair of Governors to agree to any exclusions and informed of severe incidences.

Effective consequences will be:

- short
- same every time and given calmly
- provided as a choice not punishment
- certain rather than severe
- organised in hierarchy. (*Concequence steps*)

2.4 Promoting Positive Lunch and Play times:

Playtimes both mid morning and at dinner time can be problematic for children, as children are in school but outside of the normal classroom environment.

Our purpose is to provide a happy, secure environment in which children develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually. At Ysgol Capelulo, we expect that the school rules will apply at play times as well as during the rest of the school day, and that children will respond to the supervision of the lunch and play time staff.

We believe that the lunch and play time supervisors should be treated with the same respect as other adults at Ysgol Capelulo, and that they should have access to the school system of rewards and sanctions. We aim to work together as a team and lunchtime supervisors have full backing of the teaching staff.

We believe that emphasising positive behaviour in our school tends to marginalise bad behaviour and decreases the number of misdemeanours. A well managed, orderly environment in our school will encourage children to react in a positive, caring way.

Our playground code

The following five rules have been drawn up after consultation with staff and children :
We agree that we will:

- look after each other and our play equipment
- play together sharing in a kind polite way
- walk into our play areas and not leave without asking
- listen to our lunch and play time supervisors and do as they ask
- stop playing when the bell rings, and line up sensibly

Buddying/Playground Pals

Buddying involves assigning selected pupil volunteers to 'be with' or 'befriend' peers about whom teachers have concerns. Buddies have friendly personal qualities and give support to pupils who are new to the school, have difficulty making friends, are upset at separation or loss, being bullied, need someone to play with at playtimes.

Appendix 1: Exclusions

1. Use of exclusion

A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Only the headteacher can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence.

The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

A decision to exclude a learner permanently is a serious one. 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 learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence.

These might include:

- Serious actual or threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon.

In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed-term. Schools should also consider whether or not to inform other agencies.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Factors to consider before making a decision to exclude:

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the learner concerned. Before deciding whether to exclude a learner, either permanently or for a fixed-term, the headteacher should:

- Ensure that an appropriate investigation has been carried out
 - Consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be
 - Take account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010
 - Allow the learner to give his or her version of events
- 10 Exclusion from schools and pupil referral units Guidance document no: 081/2012 Date of issue: September 2012
- Check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment
 - If necessary consult others, but not anyone who may later have a role in reviewing the headteacher's decision, e.g. a member of the discipline committee
 - Keep a written record of the incident and actions taken.

The standard of proof to be applied is the 'balance of probabilities', i.e. if it is more probable than not that the learner did what they are alleged to have done, the headteacher/teacher in charge may exclude the learner. However, the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available to the headteacher may be very limited. However, it should be possible for the headteacher to make a judgement on whether to exclude the learner.

When exclusion is not appropriate:

Exclusion should not be used for:

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy

- Breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules and where all other avenues for resolving the uniform dispute have been exhausted
- Punishing learners for the behaviour of their parents/carers, e.g. where parents/carers refuse or are unable to attend a meeting
- Protecting victims of bullying by sending them home.

Length of fixed-term exclusions

The regulations allow headteachers to exclude a learner for one or more fixed-terms not exceeding 45 school days in any one school year. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the learner to reintegrate into the school. Inspection evidence suggests that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences.

Exclusions may not be given for an unspecified period, e.g. until a meeting can be arranged. Such a practice amounts to an unlawful exclusion, for which no legal arrangements exist

The limit of 45 days applies to the learner and not to the institution, therefore any days of fixed-term exclusion served on the learner in any school or PRU in the same school year will count towards the total. It is important therefore that, when a learner transfers to a new school during the current academic year, records of any fixed-term exclusions a learner has received during the current academic year are transferred promptly to the new school.

A fixed-term exclusion does not have to be for a continuous period; for example, a learner may normally attend school three days a week and a PRU for the other two; so a five-day exclusion from the school could be for three days in one week and two days in the following week.

A learner who exceeds 45 days of fixed-term exclusions within a school year does not automatically proceed to a permanent exclusion. The 45-day 'limit' has been placed in Regulations to avoid ineffective use of fixed-term exclusion.

Discipline committees must convene when a learner exceeds 15 days fixed-term exclusion within a term. If a learner's total number of days of fixed-term exclusion exceeds 15 school days in one term, any subsequent fixed-term exclusion(s) of the learner in the same term would again trigger the discipline committee's duty to consider the circumstances of the exclusion.

As the decision to exclude should not be taken lightly the governing body may consider it appropriate to convene to consider a situation where there has been 25-30 days of fixed-term exclusion.

Removal of learners for specific lessons:

Learners may be removed from a class, on a one-off basis, as part of a school's range of sanctions against disruptive behaviour. Learners should not, however, be removed regularly from specific lessons as a way of dealing with disruptive behaviour unless other suitable arrangements are made for the learner's education. In these circumstances the situation should be discussed with the parent/carer and learner, and the school should review the arrangements regularly, with a view to the learner returning to the lessons. Removal of learners for specific lessons is not classified as exclusion.

Parental cooperation

If a parent/carer refuses to cooperate with a formal exclusion by sending the excluded learner to school, or refusing to collect or arrange collection of the learner at lunchtime, the school must have due regard for the learner's safety in deciding what action to take. Exclusions should not be enforced if doing so may put the safety of the learner at risk. If efforts to resolve the issue with the parents/carers are unsuccessful, the school should consider whether to contact the Education Welfare Service and seek the advice of the LA about available legal remedies.

Behaviour outside school:

Learners' behaviour outside school on school business, e.g. on school trips, away school sports fixtures or work experience placements is subject to the school's behaviour policy. Bad behaviour in these circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole. This will be a matter of judgement for the headteacher.

Learners' behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion. Schools must act reasonably both in relation to expectations of learners' behaviour and in relation to any measures determined for regulating behaviour by learners when off the school site and not under the control or charge of a member of staff. Schools need to decide what to take into account in deciding whether or not a sanction in a particular case is reasonable.

Schools may find it helpful to relate whatever factors they decide to use to a set of overall objectives that make clear why a policy for regulating behaviour off school premises is being applied.

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Informing the discipline committee and the LA

Within one school day the Headteacher must inform the governing body discipline committee and the LA of:

- Permanent exclusions
- Exclusions which will result in the learner being excluded for more than five school days or 20 lunchtimes in any one term
- Exclusions which will result in the learner missing a public examination.

Fixed-term exclusions totalling five or fewer school days, or 20 or fewer lunchtimes (quarter days), in any one term, and where the learner is not missing a public examination must be reported to the discipline committee and LA once a term.

For a permanent exclusion, if the learner lives outside the LA in which the school is located, the headteacher must also advise the home LA of the exclusion, so that they can make arrangements for the learner's full-time education from and including the sixteenth school day of exclusion. It is

essential that the home LA is speedily and fully informed of the details of the exclusion so that they are in a good position to ensure that appropriate provision is in place within the statutory time limits.

Exclusions from Schools and Pupil Referral Units. (*Welsh Government Guidance document no: 081/2012 Date of issue: September 2012*)

Full document link:

<http://learning.gov.wales/docs/learningwales/publications/121128exclusionguideen.pdf>

3. ANTI-BULLYING POLICY

3.1 Definitions and aims

Young people can be victimised because they differ from the accepted norm. This sort of bullying may focus on size and body shape, dress, mannerisms and on prowess, or the lack of it, in sport, learning or other activities, perceived sexual orientation, disability. Bullying can also occur because of differences in nationality (or region of origin), culture or religion, ethnic origin or a mixture of any of these. Sometimes, there may be no apparent reason for an individual or a group victimising a young person. Bullies may act alone or in groups.

Bullying can take many forms, but three main types are:

- physical - hitting, kicking, taking belongings, sexual harassment or aggression
- verbal - name calling, insulting, making offensive remarks
- indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors, sending malicious e-mails or text messages on mobile phones.

There are many definitions of bullying but common characteristics include actions which are:

- deliberately hurtful (including aggression)
- repeated over a period of time (whilst recognising that even a one-off incident can leave a pupil worried and anxious)
- difficult for victims to defend themselves against

Individual pupils' perspectives on what constitutes bullying is also a key element to take into account.

The school policy is that bullying is unacceptable. Direct action will remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other incidents will also require a serious response. Involving parents early is essential, particularly in more serious cases. Accurate records of any serious incidents and the school's response are kept in the book/file and the situation is closely monitored.

At Ysgol Capelulo we aim to produce a safe, secure and positive environment where all can learn without anxiety. It is the school's intention to create an atmosphere where children can disclose bullying, be taken seriously and rely on appropriate action being taken. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Members of local community, LEA, police and parents work with the school to ensure that pupils are safe, both whilst on school premises and also whilst travelling to and from the school.

3.2 Strategies to combat bullying

We use a combination of well-developed strategies that are part of school life and which can be drawn on and adapted as required. Pupils are encouraged to communicate their concerns and feelings through these strategies. Teachers support all children in

their class and establish 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.

Whole-school approach

We ensure awareness-raising with all staff and actively involve pupils through curricular work and work on the school environment and acceptable and unacceptable behaviours.

Curricular approaches

Personal, Social Health and Well- Being is a key learning area but we link learning opportunities with others including - Language and Communication, Knowledge and Understanding of the World and Religious Education. Our main objective being to:

- raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how to manage their relationships with others constructively.

Other formal and informal opportunities are taken to raise awareness, for example, through collective worship. The Curriculum does encourage non-academic as well as academic achievement and co-operative as well as competitive learning through RE, poems and stories, drama and co-operative play. Steps are taken to improve the self confidence, self esteem and social skills of victims and others involved in bullying.

Co-operative Group Work

Pupils can:

- explore issues and controversies by considering different points of view
- learn to be more tolerant of others and more willing to listen
- learn to trust those of the opposite gender and those from other ethnic groups

Circle Time

Pupils take part in enjoyable activities, games and discussion. A positive atmosphere is promoted which:

- creates a safe space to explore issues of concern
- promotes an environment where positive relationships are consolidated and developed
- explores relationships
- creates an atmosphere where sensitive issues can be discussed including issues from the 'feelings baskets'
- affirms the strengths and enhances the self-esteem of each child

Circle Time lasts for approx 20-30 minutes and during this time children are encouraged to listen carefully, make eye-contact with one another and discuss particular problems - for example, relationships, anger, fighting and bullying.

Promoting Positive Lunch and Play times:

Buddying/Playground Pals

Buddying involves assigning selected pupil volunteers to 'be with' or 'befriend' peers about whom teachers have concerns. Buddies have friendly personal qualities and give

support to pupils who are new to the school, have difficulty making friends, are upset at separation or loss, being bullied, need someone to play with at playtimes.

Other ongoing strategies used to combat bullying at Ysgol Capelulo

- assemblies and stories / discussions in class exploring issues that may lead to bullying;
- follow-up activities such as posters, stories, poems to be shared with the rest of the school;
- quality supervision at all times, particularly playtimes and lunch times with high staff awareness;
- older children helping younger children to feel valued
- creative play and traditional playground games encouraged to prevent boredom. Training given to staff to assist with ideas.

Starting school

Children who have least problems with respect to bullying tend to display good social and emotional skills, including the ability to:

- mix with other children;
- share toys and equipment;
- follow instructions from an adult;
- share thoughts and ideas;
- control temper outbursts.

There is therefore a lot that parents can do to assist their child to cope more easily with the demands of starting school. Whilst the school has expectations, so have other children in the class. Before they start school, children and their parents are invited to an induction session where they are made to feel comfortable, happy and familiar with the school and the staff. Parents are given a school prospectus which advises on activities that help prepare children for the kind of work that they will be doing, and ideas of how to develop social and emotional skills.

Transition

Pupils may arrive after term has started, when friendships have been consolidated and their very newness and isolation may make them potential targets for bullying. In anticipation of these circumstances we:

- prepare the class for acceptance of the new pupil;
- find out pupils' interests and hobbies;
- appoint reliable pupils as buddies to help and look after the new pupil.
- use Personal Education Plans for Looked-After Children to plan and monitor their progress.

3.3 Roles and responsibilities

Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the

school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher /teachers may decide to use Assembly or Circle Time in which to discuss with other children why this behaviour was wrong and the consequences of such actions. All staff receive sufficient training to be equipped to deal with all incidents of bullying. Staff set the school climate of mutual support and praise for success therefore making bullying less likely. When children feel they are important, respected and belong to a friendly and welcoming school, we feel that bullying is far less likely to be part of their behaviour.

Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy. The governors require the headteacher to keep accurate records of any incidents of serious bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head-teacher and will ask her to conduct an investigation into the case and to report back to a representative of the governing body.

Teachers

All staff are aware that the following may indicate signs of bullying:

- frequent complaints of feeling unwell;
- stomach aches;
- headaches;
- not wanting to go out to play;
- dislike of school or unwillingness to come to school;
- parents reports of changes of behaviour, eg. bed wetting, jumpiness, clinging etc.

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in a special class behavioural book which feeds into the headteacher's formal records. The headteacher is informed of all cases of bullying. If teachers witness or become aware of a child being bullied then they deal with the issue immediately to provide support for the pupil who has been bullied. After consultation with the headteacher the child's parents are asked to come into school to discuss the situation. We spend time talking to the child who has been bullied; we explain why the action of the child was wrong and

we endeavour to help the child who did the bullying to change their behaviour in future. In more extreme cases, for example where these initial discussions have proven ineffective, external support agencies such as Social Inclusion Services or the school nurse may be called for further guidance and advice.

Parents

We recognise the importance of parental support in achieving anti-bullying initiatives and aim to ensure optimum methods of communication in order to maintain and support the ethos of the school and the promotion of positive behaviour. Our Home -School Agreement sets out the aims of our partnership approach and all parents and pupils are encouraged to adhere to its principles. Parents who are concerned that their child might be being bullied, or who suspect that their child may be bullying, should contact their child's class teacher immediately.

As a staff we are all aware of the following:

- the parent may be angry and upset
- to keep an open mind
- to remain calm and understanding
- to make clear that the school does care and that something will be done
- explain the school policy, making sure that procedures are followed
- to obtain the full details about the incident reported by the parent, including where the alleged bullying took place, when the incident occurred, who were involved and what led to the incident.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. We will assist and support parents who request advice. Parental support is valued in all aspects of school life. Consultation and regular communication is important, helping create an ethos in which positive behaviour is encouraged and bullying considered unacceptable.

3.4 Concern File

This is kept securely and is confidential. It contains reports of bullying and misbehaviour and is used by the headteacher to monitor progress and enables follow-up. There are explicit rules about use of the records for monitoring, how long they will be kept and who should have access to them. Data from monitoring and feedback, which staff, families, pupils and governors provide, are used to review and update the policy during the Summer term each year.

