

Dowson Primary School

Behaviour and Discipline Policy

Policy Issue Record

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Dowson Primary School

Behaviour and Discipline Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S. 1987)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.
- All children have the right to learn and be safe in their educational setting which is dependent on the positive attitude and behaviour of the whole school community.
- Clear guidelines regarding behaviour and discipline and enforcement of such will promote good relationships and a positive ethos with which our school community can be happy, caring and supportive thus allowing effective learning to take place.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise / maintain high levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant and which engages children in their own learning.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.

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- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain high standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.

(Discipline in Schools – Elton Report)

Other relevant documentation : Special Educational Needs Policy, Attendance Policy, Academic Guidance Policy, Uniform Policy, Food in School Policy, Home School Agreement, Safeguarding, Inclusion

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and the Senior Leadership Team. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour. The class teacher will adhere to the procedures set out in this policy. Where there is persistent misbehaviour, the class teacher will follow the guidelines for sanctions and liaise with our learning mentors, the SENCO and / or the Assistant Head for their department in the first instance. This will also include communication with parents to support the management of the behaviour at the relevant stage of the sanctions procedures. It is expected that class teachers will sometimes communicate generally on an informal basis with parents before these stages are reached in order to prevent escalation.

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Assertive Mentoring – Under Review

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/borderline, Red-unacceptable/impaired. Targets and support are agreed where necessary.

The Learning Mentor's Role

The role of the Learning mentor at Dowson is wide, varied and invaluable in maintaining the positive relationships between the whole of the school community and promoting and enforcing the high standards of behaviour expected of pupils in our school. Primarily, their responsibility is to support class teachers and the leadership team in ensuring these standards of behaviour. More specifically, the learning mentors will work with individuals or small groups of children who may have barriers to their learning caused by social, emotional or behavioural issues. They will also work closely with the families of such children, their teachers and any relevant outside agencies in supporting the changes needed to overcome these barriers.

The Head Teacher's Role

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff in their implementation of the policy. In accordance with our sanctions procedures, the head teacher will give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the head teacher can permanently exclude a child. The Governing Body is informed of any exclusion that takes place.

The Governing Body's Role

It is the duty of the Governing Body to ensure that the school is a safe and orderly place to learn. It is their responsibility to both support and challenge the head teacher and school staff to ensure that the highest standards of behaviour are expected and achieved.

The Parents' Role

It is the responsibility of each parent to uphold the Home School Agreement and to encourage their child to observe the 3 Rights. Parents are expected to support the school and their children by encouraging them to behave appropriately both in and out of school. If parents have any worries about behaviour related issues they must contact school and speak to a member of staff.

It is important for parents to understand the impact that negative comments about school, either in conversation or on social media, have on their child's

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behaviour and attitude in school. This can result in the child adopting a sense of negativity towards school which can have long term consequences on their achievements and successes both in and out of school.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children and are known as 'Our Three Rights'. These are displayed around school and in classrooms and are regularly discussed with children at relevant times such as the start of a new school year, in assemblies, during PSHE lessons and when a behaviour displayed suggests a reminder is needed. They are all designed to develop courtesy, good manners and relationships built on mutual respect. They are intended to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Children understand that all expectations of their behaviour are rooted in these Three Rights.

Our Three Rights are:

1. The Right to Feel and be Safe
2. The Right to Learn
3. The Right to be treated with Respect

BEHAVIOUR GUIDELINES - PROCEDURES

Adults in school do not use shouting as a classroom management technique but there may be occasions where a raised voice is necessary to re-establish control or gain attention.

The traffic light system, smileys and sanctions ladder are firmly embedded and used consistently to manage behaviour. Such systems are standard and must not be deviated from. It is however recognised that children with additional needs may need further strategies and support to scaffold their behaviour.

The head teacher should be informed immediately if any child leaves the school premises for whatever reason. They should not be chased but the member of staff responsible for the child at such time must keep the child in their sight and call for assistance to safely approach the child and calmly persuade them to return to school. Staff accept that they may not be the most suitable adult to support at that moment if the child is disgruntled with them in particular and therefore other staff will be called upon to support the child at that time.

If a child leaves the school site at any time, their parents and police must be contacted. Upon returning to school by whatever means, the child must be left in

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no doubt as to how seriously the school views this behaviour and alternative strategies may be written into a behaviour plan for that child if deemed necessary.

Movement in and around school

Children are expected to move around school walking sensibly and safely, keeping their hands and feet to themselves at all times.

When walking as a group or class, the children are expected to walk in single file, or in pairs leaving a 'person' gap between themselves and the person in front. They should walk quietly to respect the learning environment and listen for instructions. Staff will remind children of the expectations before setting off and keep children in sight, giving set points to walk to and wait.

When walking into assembly, children are expected to remain quiet (unless singing) and stand until their teacher asks their line to sit down. This ensures sensible spacing and allows the teacher to remain in control.

Children are expected and encouraged to display helpful and respectful behaviour whilst moving around school in accordance with Our Three Rights. For example:

- Holding doors for others
- Picking up objects which may be on the floor as they are moving around
- Knocking on doors of rooms they wish to enter
- Waiting for a response from a member of staff - standing away from an adult conversation that may be occurring.
- Using polite manners

Staff will praise, thank or reward children with a smiley when they are seen walking around in the appropriate way or adhering to these expectations. They will also remind children of such when they are seen disregarding these and will ask the child to 'try again' - for example, return to a set point and walk when seen running.

Playground and Playtime Procedures

Children are not permitted to bring their own play equipment from home onto the playground before school or for playtimes. If children have bikes or scooters that they have travelled to school or are travelling home on, they are not to be ridden on the playground or pathways and should be walked instead. These can be stored in the bike sheds for the day.

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to

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supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be on the playground for the release of children and until all classes have been collected to ensure supervision throughout the break time period.

Class teachers should ensure children in their class go out to play with all appropriate clothing. Children should only enter school for First Aid or if they have permission to carry out a responsibility. A child who has a risk assessment for an injury or behaviour will have provision made for them. Children may access the library but must have permission from an adult.

The Playgrounds have specific 'zones' which dictate the type of games which can be played in each area.

Designated Play Areas

The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore bad behaviour.

Lower School

The Quiet Zone including the stage area

This is an area for quieter games such as noughts and crosses and snake and ladders which are marked out on the floor. The stage is an area for imaginative play, where children can dress up and put on shows, with benches available for children to sit and watch or have a chat.

The Active Zone

This zone has markings on the floor including a circle for 'busy' games such as 'duck, duck, goose' or 'hot potato' and a hopscotch grid. Our Year 6 Play leaders run games in this area over lunchtimes for the Lower School children. There are a lot of activities going on in this area and children must walk around any games going on and not run across them to get to other zones.

The Wall Games area.

This area is used on a rota basis which changes each week, alternating between basketball, target throwing and our alphabet climbing wall. The children know which activity they should use by a photograph of the activity on the door leading into the playground.

The Free Play area

In this area children can sit and chat or choose to play their own games. There are extra activities put out here on dry days like the balancing wall and stilts for children to use.

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The Skipping Zone

This is a designated area for children to practise their skipping skills. It is clearly marked with circles which indicate an area for each child to stay in while skipping to avoid accidents. On some days hula hoops are used in this area as an alternative to skipping.

The Football Pitch

Each year group has an allocated playtime and lunchtime to play football and on Fridays all year groups can play together. There is a rota on the door leading to the playground to show whose turn it is on each day. If a football is kicked onto the roof it will not be replaced until the following day.

Ben's Bench Area

This is a very special quiet area to sit and talk with friends. Our friendship stop is here and our Playground Friends monitor this area, looking for any children who are alone or who are looking for a friend to play with. They then help them to have a happy lunchtime.

Upper School

Sunken areas

Outside the hall and alongside the building. Benches and sunshades are available in the sunken area for children to sit and chat. The sunken area is like an outdoor corridor, children must walk in this area as there are many corners and accidents most often occur when children run in this area. The sunken is a quiet space.

Upper Playground

This has markings to assist in simple playground activities and games, there is also a skipping zone. Lots of games take part in this area and it is fairly structured, running across it is dangerous to all those using this area and is not permitted.

Lower Playground

This is for football, tennis, cricket etc. Each year group will be allocated a day to play football. Competitions and organised sports also take place in this area. If a ball is kicked onto the roof during play, unfortunately it cannot be replaced that same day. If a ball is kicked on to the field a child **MUST** ask permission from the adult on duty to collect it. During morning playtime, balls can only be retrieved at the end of the break.

The School Field

When the Midday Supervisor feels the conditions are suitable, the field may be used. Only the bottom field is used and the boundary is marked by the long grass.

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For example the rectangular field is surrounded by uncut grass; children must not play beyond or in this boundary.

Staff must be vigilant when children are on the field due to the woods and public rights of way. Staff may need to remind the public to keep their dogs on a lead. Under no circumstances are children allowed in the woods.

Monkey Bars

An area which is great fun but children need to be careful. They must queue sensibly and make their way across carefully and slowly in a vertical position. They must not climb over the bars, hang upside down or swing, pull or push others. This area can only be used when dry and when a member of staff is free to supervise.

Dom's Den

This is a quiet area to meet and chat with friends. Staff and children should be aware of children who are alone and encourage another child to join them.

For safety reasons the following games / activities are not permitted on the playground:

- 'Play fighting' or wrestling
- 'Bulldog' or other overly physical games
- Climbing/ jumping/hanging on fencing, benches or trees
- Running through play zones. In Lower School especially children should be encouraged to
 - Walk
 - Hop
 - Jog
 - Skip
 - Jumpinstead

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. All areas of the yard should be visible to at least one member of the duty staff at all times.

The whistle should be blown a minute before the end of play. Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. A member of duty staff will call each class by name and children should walk to their class line, joining at the back. Staff who are not on duty should collect their class from the yard upon the ringing of the bell that signals the end of playtime. Children should not be sent inside unsupervised. If a class teacher does not arrive to collect their class, a teaching assistant can supervise until they return or a senior member of staff should be sent for if this is not possible.

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Children who are displaying inappropriate behaviour at playtime will be given up to 2 verbal warnings stating what the warning is for and the adult needs to ensure they understand the warning and the next step should they continue. If the behaviour continues they will be asked to stand at the wall or with an adult for a fixed period of time (2-5mins according to age). If the child continues or the adult deems the first occurrence of behaviour severe enough, the child will be taken to the teacher on incident duty, who will investigate, respond to and record the incident.

BEHAVIOUR GUIDELINES - REWARDS

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards at Dowson take many different forms. It is essential to our ethos that positive attitudes and behaviour are highlighted as well as and as much as the attainment and achievements of all children.

General Rewards

- Favourable comments can and should be entered on pieces of work, (see Marking Code).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Class teachers have their own reward systems in their classrooms appropriate to the age of children they teach e.g. stickers, taking a class mascot home, being the class VIP etc; these run successfully alongside the whole school systems.
- Recognition can be given to success of differing kinds from outside school in our community assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to other members of staff for commendations
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, and School's Council etc.

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- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of smileys. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy and/or exemplary of our Three Rights.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour = 1 Smiley (recorded on class chart)

100 Smileys = Bronze Award

225 Smileys = Silver Award

375 Smileys = Gold Award

550 Smileys = Platinum Award

- Bronze and Silver awards are presented in Departmental Achievement Assemblies.
- Gold awards are presented in whole school assemblies by the Head Teacher.
- Platinum Awards are presented in whole school assemblies by the Head Teacher and Parents/Carers will be invited to share in their child's achievement.
- In Lower School - Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.
- In Upper School- smileys are traded for Dojo's which is recorded electronically in each class.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

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Smileys are traded in for Dojo points in Upper School which is an electronic recording system to award children for success in their work, behaviour and attitude.

Green Day Smileys

Stay on Green for morning (includes dinnertime behaviour) = 1 smiley

Stay on Green for afternoon + 1 smiley

10 per week.

Plus the extras you can get at any time of day.

This means that a child who consistently displays the expected behaviour in class will get their gold by the end of the school year!

If a child is on Amber or Red a record is kept to enable CT or TA to award the correct number of Green Day Smileys at the end of the week. Children in Upper school need to record reason themselves, in their own time.

Lower School - Children on 10 at the end of the week also get to line up first on Friday afternoon and receive a Golden Smiley to keep.

Certificate Celebrations

All children who have achieved a certificate in the term attend the Lower or Upper School celebration. Children who have not achieved a certificate stay in class.

Whole School House System

All children in years 1-6 are a member of one of our four houses - Peak (red), Werneth (yellow), Etherow (blue) and Kinder (green). When being rewarded with a smiley the children are also contributing to their whole school house/team. Smiley totals are collected weekly for the houses and announced in Achievement Assemblies where the results for the house with the most smileys collected that week is displayed. Also displayed and announced are the children from each house who have received a bronze, silver or gold award that week.

The winning team for the term has a celebratory event.

We feel this supports our school community ethos and promotes teamwork and a sense of belonging amongst all ages of children.

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Achievement Assemblies

A weekly achievement assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

At these assemblies, a 'star of the week' for each class is announced and awarded with a certificate from their teacher. They will also receive an in class privilege.

Also announced are the children who have been recognised by the midday staff for something noteworthy during lunchtimes that week such as their manners, behaviour, relationships with others, helpful attitudes etc. These children receive a certificate and a golden ticket to join 'The Captain's Table' with a friend of their choice. In Upper School they are waited on by staff, can take part in a group treat for the rest of lunchtime and will be entered into a prize draw that takes place termly. In Lower School they will be joined by a senior member of staff at the table and receive a treat from the Treasure Chest.

Children's work and presentation is also celebrated in this assembly with a presentation parade.

The class with the highest attendance in each department is awarded the attendance certificate and trophy each week in this assembly.

This assembly also recognises children who have reached a smiley award and states which team/house they belong to. The house with the most smileys accrued that week is also announced and displayed.

BEHAVIOUR GUIDELINES - SANCTIONS

In the use of sanctions, pupils learn from experience to expect fair and consistently applied procedures which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially during teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, Learning Mentors, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

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When sanctions are applied, children should be helped to understand that what they have done is not acceptable. Staff are expected to express displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS LADDER:

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour displayed.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Possession an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Inciting violence
- Theft

It may also be necessary to involve the police or other agencies.

Traffic Lights

Every child starts on green at beginning of morning and afternoon session.

If unacceptable behaviour occurs normal strategies such as polite reminders and gestures, repositioning within the class room will be used. Carefully planning seating arrangements before a lesson may also be used.

If a child has 2 warnings their name will be placed on Amber. They will need to record this on Amber/Red Record in class.

1 more warning is allowed whilst on Amber, a reminder to use Time Out table to modify their behaviour will be given if not already done so.

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If a child ignores that warning then they move on to red.

Children who are persistently disruptive may need other strategies to avoid escalation and may need to move quickly to red/ reflection time in order to diffuse a situation.

The following behaviours would warrant a straight red;

Bullying, physical or verbal aggression, insolence, swearing, racism, homophobic incidents, theft, wilful damage or the bringing in of a dangerous item or substance into school.

Children should be fully aware of what a warning means and the possible consequences of continuing with the behaviour. Check the child's understanding when a warning is given.

The following sanctions ladder is displayed in classrooms and explained at the start of each school year. Reminders will be given as necessary.

STEP 1 - GREEN : expected behaviour (no more than 2 warnings)

STEP 2 - AMBER : after 2 warnings. Use Time Out table. May receive 1 more warning before moving to

STEP 3 - RED: child will need to complete Reflections Work either at playtime or lunchtime with their teacher for morning session or in another class for afternoon session.

STEP 4 - For a regular offender (three or more reflection forms in a half term), or a child not complying with RED sanction, they will be escorted to the Assistant/Deputy/Head, reflection time and work provided. Parent informed. Further steps explained in letter to Parents/Carers.

STEP 5 - Meet with Parents/Carers. Behaviour and Support contract agreed. Risk assessment completed.

STEP 6 - Internal Exclusion

STEP 7 - Fixed term exclusion

STEP 8 - Permanent Exclusion

Support strategies must be sourced and actioned for every step. A child is responsible for their own behaviour but we must ensure that they are being

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taught how to make the right choices. We will provide a scaffold for positive behaviour and will support a child individually to achieve good behaviour. Support within school may come from SLT, Learning Mentor, Inclusion Co-ordinator, SENCO and colleagues. It may also be necessary to secure support from external agencies such as Pupil Support Services, Educational Psychologists or further specialist teams.

A child who's behaviour needs careful management due to persistent issues may be put on a strike system linked into school trips. A child can only be placed on this system or receive a strike at the discretion of the SLT in consultation with the class teacher. This should be evidenced in a Behaviour and Support contract and shared with parents at Step 5.

In the rare cases of exclusion school will seek up to date guidance and support from Pupil services and the Local Education Authority.

Monitoring

Incidents are logged in class and are monitored half termly by Senior Management in order to address patterns or ongoing incidents. This will help identify support for all children involved in repetitive incidents.

A child who's behaviour is affecting their progress or that of others will be discussed at pupil progress meetings and plans will be put in place to reduce this risk.

Individual Risk Assessments

Where a child's behaviour poses a risk to themselves or others an Individual Risk Assessment will be carried out by school. Parents will be invited to contribute to the Assessment and will be given a copy. This may form part of the Behaviour and Support Contract.

Anti-Bullying Policy

At Dowson we work very hard to create a caring environment in which children treat each other with respect. We are however realistic, and will remain vigilant with our Anti Bullying procedures. Bullying in any form will not be tolerated and will be responded to.

Firstly we believe raising awareness and understanding of the differences between bullying and friendship fall outs is of paramount importance when identifying bullying incidents.

Dowson applies the 3 B's to describe behaviour:

Brilliant

Bothering

Bullying

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And defines bullying as: **Several Times On Purpose**

A considerable amount of work is carried out across school throughout the year to address the topic of bullying and friendship issues. Weekly assemblies, circle time sessions, the PSHE curriculum and Anti-Bullying events specifically focus on this topic, however should an incident arise additional work will be carried out with individuals, groups, classes or whole school.

A log of all types of incidents is kept in each department and incidents of bullying are also reported to the management team including the Head Teacher. If a child is being bullied or bullying, incidents will be recorded on an individual log. School is also required to report any form of racist or homophobic bullying to the Local Authority. All children affected by bullying will be supported in order to eradicate the bullying issue, they will also be given strategies to help them deal with the immediate and long term issues surrounding a specific or general issue.

School relies on children and their parents to be realistic about what constitutes bullying and inform the child's teacher as soon as possible if they are at all worried.

By working together we can continue to provide a happy safe environment for all our children.

Author: Michelle Ashley

Date: July 2016

Signed:

Chair of Governors:

Date:

Signed: Head Teacher

Date:

Review : Every 3 Yrs

Date: July 2019

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