



## Behaviour Policy

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### COVID-19 Addendum

This policy has been reviewed following the COVID-19 pandemic, implementing the DF guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/899384/Checklist\\_for\\_school\\_leaders\\_on\\_behaviour\\_and\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf)

It will be based around the following key actions:

1. Plan
2. Communicate
3. Be consistent
4. Support
5. Monitor and Improve

### Plan

Oldbrook First School has clear Golden Rules and additional rules to support the reduction in transferring any viral infection. They are clear and phrased to enable the children to understand and remember them.

Clear plans for routines, habits and systems have been devised, evaluated and shared with the school community to include:

- Expectations when arriving and leaving the school premises
- Travelling on public transport
- Hygiene practices including respiratory hygiene
- Movement around the school building
- Staffing arrangements
- Positioning of furniture, pupils and staff
- Safe use of school spaces

All members of staff are aware of new procedures and systems and can refer to the staff handbook for guidance. Behaviours that compromise the potential risk of spreading coronavirus will be treated seriously.

### Communicate

All members of the school community have been made aware of the importance of following the expectations to keep everybody safe and understand the importance of good behaviour and attendance.

All parents and pupils are aware of the additional golden rules.

The school will ensure behaviour and attendance are clearly communicated through the school website, parentmail, school newsletters and signage.

At the start of the academic year all staff will include behaviour and attendance expectations as part of the curriculum and will revisit regularly. Signs and visual reminders are displayed across the school and in key areas.

### **Be Consistent**

All members of the school community will be expected to follow the policy to maintain our school culture of strong behaviour.

### **Support**

Oldbrook School is very aware that some pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance, those with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.

The Headteacher and Assistant Headteacher will engage with the parents and carers of these pupils as soon as possible to offer support and guidance.

Staff will consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have CCR's, EHCP's or CP plans, these should be updated to reflect this. At all stages, the Headteacher and SENco should be notified.

For children who have a social worker or who are otherwise vulnerable, we will work with social workers and other relevant services to ensure the right services and support are in place.

### **Monitor and Improve**

Oldbrook School will regularly review any behaviour and attendance data and compare to any national data sets. This will inform future plans and interventions to support pupils and the community.

The headteacher will keep up to date with Government updates and reflect changes within the Policy to inform our practice.

The headteacher will periodically invite feedback from the school community and adjust where needed.

### **Aims and Expectations**

At Oldbrook First School, we want every member of the school community to feel valued and respected, and to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy, is therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We use a restorative approach to support our school community to build respectful relationships. Children are helped to understand the purpose and the practice associated with restorative principles. This involves relating to others of different age, ability, gender, race or religion with a sense of unconditional regard. When difficulties arise, it is the difficulty and not the child that is the problem. A

sense of partnership is created through the process of building a learning community that is supportive, accountable and respectful.

The school has a number of GOLDEN RULES, but the aim of our behaviour policy is not to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a caring way towards others.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We treat all children fairly and apply this behaviour policy in a consistent way.

## **School Rules**

### **Our Golden Rules**

- We are kind and friendly;
- We try our best at work and play;
- We look after Oldbrook First School and everything in it;
- We speak and listen at the right times;
- We always walk in school;
- Sometimes we all make mistakes and we are sorry.

### **Additional Golden Rules in Response to COVID-19**

- Smile and be kind
- Slow down
- Listen to adults carefully
- Wait for your turn
- Wash your hands
- Keep your distance

The class teacher will discuss the school's Golden Rules and additional COVID-19 rules with their class. In addition to the school rules, each class, may if appropriate, have its own homebase rules, agreed by the children and displayed on the wall of the homebase. These rules will be discussed and reviewed at the beginning of each school term. They are a teaching tool, which needs to be constantly reinforced and highlighted. In this way, every child in the school knows the standard of behaviour that we expect in our school.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during **Circle Time**. Circle Time sessions provide the ideal opportunity to encourage the personal development of children and promote a caring and supportive environment, enabling all members of the school community to feel secure and respected. Sessions may also be used to highlight areas of concern relating to relationships

and behaviour within the school. Therefore, as and when the need arises, Circle Time will be used in class to clarify issues [such as our 'Golden Rules'] that staff and children need to be aware of.

### **Incentives to Positive Behaviour**

At Oldbrook First School if a child successfully applies the Golden Rules, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- warm relationships;
- a stimulating curriculum;
- positive role models.

However, it is also important to have a reward system in place, which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success, we praise and reward children for good behaviour in a variety of ways:

- **Non-Verbal Praise:** pats on the back, a touch on the shoulder, smiles, "thumbs up" and winks.
- **Verbal Praise:** congratulating children is the most important factor in creating a positive atmosphere to promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class and should be related to the Golden Rules. It can also be given to and by everyone.
- **Display:** children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort.
- **Marking Policy:** marking will be used to build on success and encourage by its comments.
- **Privileges or Jobs:** within each class, there will be jobs e.g. taking the register.
- **Sharing:** in recognition of a particular task or behaviour, children may share their success with others: for example, the class; the next class or teacher; or a chosen adult, e.g. caretaker/ school secretary/ Headteacher. This will not happen during the current pandemic.
- **Stickers:** each class will have its own supply of stickers, which may be used to reward the children for good behaviour and good work.
- **Certificates:** each class may use certificates to reward the children for good behaviour and good work.
- **Beads in the Jar:** each class has a jar and children may put a bead in the jar, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Once the jar is full, the class may together choose a reward.
- **Celebration Golden Assembly on Friday:** each week we nominate two children from each class to be an 'Oldbrook Goldie'. They receive a certificate in the school assembly and sit on the 'Golden Chairs'. This will happen within Bubbles until further notice.
- **Person of the Week:** the Headteacher will choose one child each week to be 'Person of the Week'. This is a special award to acknowledge those children who are always well-behaved.

### **Disincentives to Negative Behaviour**

Children are aware that if they do not keep to the school rules, there will be a consequence. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- we expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or teaching assistant or to sit on their own.
- we expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
- if a child is disruptive in class, the teacher or teaching assistant reprimands him or her. If a child misbehaves repeatedly, we remove the child from the rest of the class until he or she calms down and is in a position to work sensibly again with others.
- the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- if a child threatens, hurts or bullies another child, the class teacher records the incident and appropriate action is taken. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If a child breaks the Golden Rules in consequence, there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and, therefore, good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child:

- **Praise:** praise those children sitting nearby showing appropriate behaviour in class.
- **Non-Verbal:** a look, shake of the head, a slow walk to the child, a hand placed on the shoulder.
- **Verbal:** a reminder of the Golden Rules. At this stage, it is hoped that this will be in a 1:1 situation, quietly, without the rest of the class becoming distracted.
- **Verbal Warning:** a clear, concise message.
- **Time Out:** the child is asked to move from their seat to another (if space is available, a designated area), where they will have a clear explanation of the behaviour required for them to return to their original seat. This 'behaviour' may be the completion of task or a time period of appropriate action.
- **Referral to Senior Staff:** a child with persistent behaviour problems may be referred to a senior member of staff, who will decide on an appropriate sanction. eg the child to work in another class for a period of up to 30 minutes; loss of Free Time; a written apology may be appropriate. Children who need to see a senior member of staff will be planned and meet requirements in COVID-19 risk assessment.

In all these possible strategies once the child has successfully completed their sanction they should be congratulated.

- **Fast Track:** for certain gross behaviours, a child will be referred directly to the Headteacher, e.g. serious fighting; bullying behaviour including racism; bad language; defiance; damaging school or others' property  
Due to the seriousness of these behaviours the parents will be contacted at this stage. The behaviour may necessitate seclusion where a child will be working away from the class for a day.  
Children who need to see a senior member of staff will be planned and meet requirements in COVID-19 risk assessment.

## **Children with Social, Emotional and Behavioural Difficulties**

Very occasionally, some children may require more specific interventions. They can often be confused, with emotional or physical needs that either have not been or are not being met. These children are unable to recognise any of the normal boundaries of behaviour proposed by the school, and they are often unhappy, angry or suffering from low self-esteem. It is important to identify small, achievable targets so that they can experience success. In the case of such a child, a special Individual Behaviour Plan needs to be agreed which concentrates on one target of achievable behaviour that should be regularly monitored, with specific rewards that will motivate the child. In cases like this, the child will be placed on the SEND register. Parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy. All staff will be informed of the needs of the child and will work together.

During the current pandemic the school's learning mentor is based within Year 1 and will not be removing children from other Bubbles. Bubble staff will support pupils SEMH need in accordance to plans.

## **Exclusion**

On rare occasions, the Headteacher may feel that the formal process should be activated to remove the child from the school temporarily.

Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

In all cases, the Council's guidance/procedures will be followed.

## **Roles and Responsibilities**

We are all responsible for our own behaviour. For children, especially, and, in some cases, for adults, allowance has to be made according to circumstances, situation and, in the case of children, age. However, the staff team will strive to have a common understanding of what constitutes acceptable behaviour and will always work to ensure the highest standards are maintained. Important contributions to the behavioural ethos of the school come through:

- example;
- dealing with inappropriate behaviour firmly and fairly;
- well planned and clear management of children;
- building community spirit through class and whole school activity;
- assemblies;
- Religious Education;

- Personal, Social and Health Education.

### **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher [alongside the SENCo] liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LEA Behaviour Support Service.

The class teacher reports to parents on the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the School Prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

It is the school's policy to welcome the interest and close involvement of parents. Parents have free access to the school building but are encouraged to make an appointment if they have a specific matter to discuss with the Headteacher or the teaching staff. The development of positive behaviour patterns and self-discipline is seen to be a gradual process which importantly begins at home. We hope that parents will support the school's behaviour policy.

The school ensures that parents have regular opportunities to liaise with the child's teacher and exchange information about his or her progress and behaviour.

If a child's behaviour is giving cause for concern, parents are always contacted and involved at an early stage. If a particular incident occurs, then the child's teacher will inform the parents; they will be invited into the school to talk about the incident, if this seems appropriate. The Headteacher or Deputy will be informed if a letter is written or if the incident is of a serious nature.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governing body must provide clear advice and guidance to the headteacher on what the school can base the behaviour policy. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the School Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Staff Development**

The school is committed to providing professional development opportunities on behaviour management for all staff.

### **Record Keeping**

There is provision within the schools ongoing system of record-keeping to record comments about the children's general behaviour. However if a child's behaviour needs monitoring or is causing concern, more detailed notes are kept by the class teacher **through reporting on MyConcern.**

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The areas targeted for review will be:

- The aims - are they still valid?
- The Golden Rules - are they still pertinent and being applied consistently?
- Rewards/sanctions - are they appropriate and do they act as incentives/disincentives?

### **Application of the Policy**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. the dining room, science or technology lessons, on visits; but the same principles of promoting good behaviour through the policy will always apply.

Kirk Hopkins  
September 2020

## **Appendix 1: Routines and Expectations of Behaviour at Key Times of Day**

Children will come into the school building from 8.20am. They should be accompanied by a parent or family member on the playground before this time.

Children will be in the homebase ready to begin the day's work, by 8.50am each day.

Children will line up quietly when asked to or when preparing to move around the school building. Movement will be limited during the current pandemic. They will move in single file pairs, without talking, remembering that others may still be working, and will show consideration for others by holding doors and stepping back to let others pass, where appropriate.

At other times when moving through school on errands or to go to the library, children will observe these same rules of courtesy and consideration.

At the end of breaktimes and lunchtime, children will line up quickly and quietly when the bell is rung. They will wait in line, without talking or fidgeting, to be sent into class. They will walk into the building quietly, and quickly settle themselves down ready to work.

At the end of the day, children will walk quietly out of the building by their class's usual door. They will be careful of others and not push, run or shout.

### **Manners**

Everyone at Oldbrook will treat each other with kindness and respect. This means good manners – using "please" and "thank you"; holding doors for each other; offering to help if possible; being polite and helpful to visitors in the school; and looking after each other as fully as possible.

### **Respect for Property**

Children will be careful of the school building and its furnishings. They will not intentionally damage or deface any part, either internally or externally.

Children will handle books, textbooks, equipment and supplies with care; they will use these things sensibly and put them away when they have finished with them or when asked. They will take responsibility for tidying up their own things. They will also help others by tidying up when necessary, even if they have not used everything that needs putting away.

Children will use the cloakrooms and changing rooms with care and consideration. They will ensure their own property is put away properly and take care not to disturb and damage others' property. If something should get knocked down, they will be kind and pick it up.

### **The Working Environment**

Children will have a respect for the various abilities of others. They will apply themselves fully to their tasks, co-operating with all staff and children with whom they might be asked to work. They will normally work quietly, ensuring that the unnecessary movement or noise does not affect the concentration of others.

Children will strive to do their best in all things.

**The Play Environment**

Children, in their free time, will continue to be respectful of the rights and wishes of others. They are expected to be kind, caring and thoughtful. They will be expected to abide by the rules of the play area which are established to ensure that all are safe and so that the majority can make good use of the space available.

**Personal Belongings**

Children are discouraged from bringing to school any personal belongings of value. They must be responsible for those items they do bring and when, on occasion, they do bring something of value, it should be given to the teacher for safe-keeping.

## **Appendix 2: The Use of Force to Control or Restrain Children**

There are occasions when the restraint of children may be necessary. The actions that we take are in line with government guidelines on the restraint of children.

All members of staff are aware of the regulations regarding the powers of teachers and other staff on the use of reasonable force to restrain pupils clarified by DfES Circular 10/98 on Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils and the Education and Inspection Act 2006

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on school organized visits. Reasonable force can be used to:

- Prevent children hurting themselves or others, from damaging property or from causing disorder;
- Control or to restrain pupils;
- 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 behavior that disrupts the behavior 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. (This list is not exhaustive)

All staff are authorised to use reasonable force to control or restrain children.



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## Anti-bullying Policy

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### Introduction

Oldbrook First School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Everyone has the right to feel safe and happy at school and the responsibility to ensure others feel safe and happy too. It sometimes happens however that even the best of friends fall out.

### Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

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.

### A Definition

Bullying can take a number of forms, but the high profile of "bullying" of late has labelled almost any unkind, thoughtless act as bullying and also labelled a number of children as bullies. Therefore the following definition is included to clarify our use of the word and describe what we see as bullying behaviour.

Bullying is persistent action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally through:

- name calling;
- interfering with friendships;

- physical contact;
- negative body language;
- interfering with personal belongings;
- making fun of others.

All children must be encouraged to report such acts and not be fearful of reprisals.

The school will contact the parents of any child undertaking such acts and discuss sanctions. In cases where the behaviour persists, a second warning may be given to parent and child. This clear warning will relate the fact that bullying will not be tolerated within the school and that a child who displays negative attitudes towards others is in need of help.

The help that the child needs will be based on an agreed approach by school, parents and other agents. If the child or parents are not able or willing to co-operate, and the behaviour persists, the Headteacher and governors will consider either fixed term or permanent exclusion of the child from Oldbrook First School.

### **The Role of 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 regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors, on request, about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days, to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **The Role of the 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 in this school. The Headteacher draws the attention of children to this fact at suitable

moments. For example, if an incident occurs, the Headteacher may decide to use Assembly as a forum in which to discuss, with other children, why this behaviour was wrong

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Teacher**

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 their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Special Education Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the LA Behaviour Support Team.

Teachers will attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to 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.

### **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

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.

## **Monitoring and Review**

This policy is monitored by the Headteacher. If requested, he reports to governors about the effectiveness of the policy,

Kirk Hopkins  
September 2020