



# Whitestone Infant School



'Hand in Hand we Learn'

## Learning Behaviours Policy

### January 2025

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
HEADTEACHER	N.A. Green	
CHAIR OF GOVERNORS	D Robinson	

This Policy was ratified on:

Date of next review: Spring 2028

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

*There are few strict **rules** at Whitestone Infant School, but every adult and child is expected to consider one another. We recognise one another's qualities, talents and excellences, and encourage positive attitudes and mutual respect.*

### **1. School Aims**

At Whitestone Infant School we strive to create an atmosphere that is happy, caring and challenging. We want every child to feel they belong here and to feel safe and secure. We believe in the importance of developing the whole child through offering a broad, balanced and creative curriculum where both individuality and team-work are valued. We will help our children to begin to develop learning skills that will last a lifetime, so that they can make their best contribution to the community and society.

### **2. Policy Objectives**

- Create a positive ethos and have high expectations of good behaviour from all
- Recognise and encourage good/safe behaviour choices
- Recognise and discourage poor/unsafe behaviour choices

### **3. Behaviour Guidelines**

The following guidelines provide a framework for establishing the expectations of behaviour at Whitestone Infant School. They set out clear guidance as to the expected behaviour of all parties, and procedures to be followed when reviewing both positive and negative behaviour. They contain both short and long term strategies which involve the school organisation and curriculum. Advice and guidance is provided for all pupils, parents, school staff and governors. The opinions and advice of all partners will be sought in the process and the ongoing review procedures. There are clearly stated and understood boundaries of acceptable behaviour which are common throughout the school

Expected behaviour in school is discussed openly with all pupils. If there is a recognised problem with a child's behaviour the issue will be discussed with the children involved, the child's teacher and sometimes the Headteacher. If the behaviour does not improve reasons for the behaviour will be investigated and appropriate restorative consequences implemented. The school will work with children and parents to help all to understand how we should live together in harmony and support.

Although there are few whole school rules, common practices and expectations will help all children to understand and feel part of the whole school. These common practices need to encompass all aspects of this policy and will include:

- Pupil voice is valid and heard through the involvement of all children through the School's Council & Digital Leaders and Children's Well-being Champions
- Attitudes and practices associated with bullying, including cyber bullying (see later)
- Children helping to set class rules which are important to them and yet reflect the school aims & values

**Create a positive ethos and have high expectations of good/safe behaviour from all:**

**a) In class and the school generally**

**Everyone will act with courtesy and consideration to others at all times;** arriving punctually, moving around school in an orderly way, speaking politely to everyone, caring for each other, the school, local environment and 'virtual' online environment.

Physical violence offered by any person, staff, visitor or child, will not be tolerated and will be dealt with severely.

**Classroom management**

**Positive interpersonal relationships between children and child and teacher**

As mutually acceptable roles and goals are achieved, then self-confidence and confidence and appreciation of one another will improve. In order to correct wrong attitudes and encourage correct attitudes:

**Do:**

- Use humour
- Keep calm
- Listen
- Be positive
- Know the children
- Be consistent
- Follow through with any consequences

**Avoid:**

- Humiliation
- Shouting
- Over-reaction
- Blanket use of consequences
- Using sarcasm

**Positive Behaviour**

All people in school are encouraged to be valued members of the school community; to value one another and to behave in a responsible manner.

When teaching and managing behaviour, our prime focus must always be on the positive that we see in ourselves and others: those behaviours we wish to promote and develop in children.

Positive behaviours can broadly be defined as those which show care towards each other, property and, importantly, themselves.

Examples of positive behaviour:

- Following The Whitestone Way for moving around school, lining up and sitting
- Paying attention in lessons
- Listening to feedback and acting upon it
- Not disturbing the learning in class of others
- Coming to school ready to learn
- Showing respect, kindness, care and honesty
- Using good manners
- Caring for our own and other's property and environment
- Taking care of play equipment
- Working neatly in books
- Working collaboratively
- Reporting worries about other's behaviour and emotions
- Wearing correct uniform or PE kit
- Showing the school's ethos and values

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- Being a positive role model to others
- Working to our potential as often as possible, aspiring to be our best
- Forgiving when resolutions have been agreed
- Recognising when we need help, asking for it and accepting support

*This is by no means an exclusive list.*

## Rewards for Positive Behaviour

The aim of rewarding positive behaviour is to help children to develop strong cognitive links between the personal pleasure which comes with being recognised and praised and the positive actions. By praising and rewarding even small acts at an early age, children will begin to associate those behaviours with feeling good about themselves.

All adults should look to spot and reward positive behaviours as often as possible.

### There are a variety of ways we recognise and reward positive behaviour:

- Verbal recognition
- KS1 – Class Dojo points (each teacher to determine their own class system)
- EYFS – Pompoms
- Stickers
- Marking and feedback
- Celebration Assembly
- Kindness awards
- Headteacher behaviour certificates
- Finding opportunities to share positives with parents

*This is by no means an exclusive list.*

Verbal Recognition Positive behaviours should be rewarded verbally with the behaviour explicitly highlighted. By highlighting the behaviour we enable children to begin to recognise and repeat that behaviour. e.g. 'Well done,' is too vague. 'Well done. Thank you for picking that coat up – that was a kind thing to do.' Makes explicit the positive behaviour and the value we aim to promote and develop whilst also modelling the positive behaviour of good manners.

## School rules

It is important that children take part in setting class rules annually with their new teacher. Teachers should reinforce the three simple whole school rules and consider the High 5 values when guiding discussions around class rules.

- Listen carefully
- Be kind
- Try your best

High 5 Values: Forgiveness, Aspiration, Respect, Care, Honesty

## Whole school key questions

Self-regulation regarding personal behaviour is encouraged by teaching children to ask themselves the following questions:

- Is it safe?
- Is it kind?
- Is it my best?

**Behaviour Procedures**

We need to **separate the behaviour from the person**. Behaviour should be discussed by groups of children in order that everyone understands which behaviours will be encouraged and what is unacceptable. When unacceptable behaviour is encountered the teacher should take time to talk to the pupil concerned and to try to find out the cause. When this behaviour frequently recurs, we have a set system of agreed procedures to follow:

For children working within the universal provision

<p><b><u>Our school rules</u></b> –Be kind - Try your best - Listen carefully  <b><u>High 5 Values</u></b> Forgiveness Aspiration Respect Care Honesty</p> <p>Good classroom management, praise and encouragement of each individual will lessen <u>the cumulative effect of disruption to lessons caused by relatively trivial but persistent misbehaviour</u></p>		
<p>You're doing great – keep going...                  Rewards – dojos and stickers- ensure all chn who demonstrated good learning behaviour throughout the lesson get a dojo – Full allowance of collaboration time</p>		
Level 1	Examples of type of behaviour	Outcome
<p>- low level behaviours – to be dealt with within school</p>	<ul style="list-style-type: none"> <li>Low level disruption</li> <li>Persistent calling out/fussiness</li> <li>Not focused on learning</li> <li>Not completing learning</li> <li>Not following the Whitestone Way</li> <li>Running in doors</li> </ul> <p><i>This is by no means an exclusive list.</i></p>	<p><b>Strategies to support returning to positive learning behaviour</b></p> <p>A polite reminder, warning or discussion may be considered enough.</p> <p>A restorative discussion may take place.  <i>Ensure child sanctioned on level is “caught being good” and rewarded with positive praise and dojo</i></p> <p><b>Possible sanctions</b></p> <p>Miss time at break or lunch to complete work</p>
Level 2	Examples of type of behaviour	Outcome
<p>Escalation of low-level behaviours Continuation of level one behaviours</p>	<p>All or some of level 1 with the addition of...</p> <ul style="list-style-type: none"> <li>Not demonstrating good learning behaviour eg not listening</li> <li>Disturbing the learning of others – eg talking when</li> </ul>	<p><b>Strategies to support returning to positive learning behaviour</b></p> <p>A polite reminder, warning or discussion</p> <p>A restorative discussion may take place.  <i>Ensure child sanctioned on level is “caught being good” and rewarded with</i></p>

	<p>they shouldn't</p> <ul style="list-style-type: none"> <li>Incomplete work due to poor learning behaviour</li> </ul> <p>Where incidents involve other children, staff to ensure that all have been spoken to and have clear understanding of what has taken place</p> <p><i>This is by no means an exclusive list.</i></p>	<p><i>positive praise and dojo</i></p> <p>Persistent behaviour – in class behaviour chart – or eg 2 weeks to measure impact</p> <p><b>Possible sanctions</b></p> <ul style="list-style-type: none"> <li>Miss at least 1 minute of play – this may increase if behaviour persists</li> <li>Miss time at break or lunch to complete work</li> <li>Consider speaking to parents/carers</li> <li>Speak to year group leader if it continues</li> </ul>
<p>Level 3</p>	<p>Examples of type of behaviour</p>	<p>Outcome</p>
<p>Escalation of level 2 behaviours Continuation of level 2 <b>INCIDENTS TO BE RECORDED ON CPOMS-NEGATIVE BEHAVIOUR</b></p>	<ul style="list-style-type: none"> <li>All or some of level 1 and 2 with the addition of...</li> <li>Disrespecting adults</li> <li>Defacing work</li> <li>Being unkind to friends</li> <li>Hurting others</li> <li>Higher levels of disruption</li> </ul> <p>Where incidents involve other children, staff to ensure that all have been spoken to and have clear understanding of what has taken place</p> <p><i>This is by no means an exclusive list.</i></p>	<p><b>Strategies to support returning to positive learning behaviour</b></p> <ul style="list-style-type: none"> <li>A polite reminder, warning or discussion</li> <li>Consider work with well-being TA</li> <li>Boxall profile may be considered</li> <li>SDQ considered</li> <li>Zones of Regulation</li> </ul> <p><i>Ensure child sanctioned on level is "caught being good" and rewarded with positive praise and dojo</i></p> <p>A restorative consequences discussion may take place.</p> <p><b>Possible sanctions</b></p> <ul style="list-style-type: none"> <li>Taken to year group leads or deputy head to complete learning</li> <li>Miss some time from play/lunch</li> <li>Class teacher speaks to parents</li> <li>Loss of some collaboration time</li> <li>Headteacher to be informed to determine their level of involvement</li> </ul> <p><b>Record behaviours on CPOMS Headteacher behaviour chart for persistent behaviours to be considered</b></p>

Level 4	Examples of type of behaviour	Outcome
<p>Significant behaviour issues <b>MUST BE RECORDED ON CPOMS ABCC FORM</b></p>	<ul style="list-style-type: none"> <li>• All or some of previous levels with the addition of...</li> <li>• Persistent level 3s</li> <li>• Refusal to work</li> <li>• High levels of disruptions – eg deliberate noise making, throwing things</li> <li>• Verbally aggression</li> <li>• Swearing</li> <li>• Biting, spitting, pinching, kicking, punching</li> <li>• Hurting a member of staff</li> <li>• Incidents of confirmed cases of bullying</li> </ul> <p>Where incidents involve other children, staff to ensure that all have been spoken to and have clear understanding of what has taken place</p> <p><i>This is by no means an exclusive list.</i></p>	<p><b>Possible Strategies to support returning to positive learning behaviour</b></p> <ul style="list-style-type: none"> <li>• A polite reminder, warning or discussion</li> <li>• PSP</li> <li>• Positive intervention plan</li> <li>• Risk assessment</li> <li>• Referral to STS</li> <li>• Behaviour meeting with HT</li> <li>• Circle of friends</li> <li>• Meeting with parents/carers</li> <li>• Personalised behaviour levels</li> <li>• <i>Ensure child sanctioned on level is “caught being good” and rewarded with positive praise and dojo</i></li> </ul> <p><b>Possible sanctions</b></p> <ul style="list-style-type: none"> <li>• Record of CPOMS</li> <li>• Taken to headteacher</li> <li>• Loss of lunch time(s)</li> <li>• Loss of collaboration</li> <li>• Meeting with parents</li> <li>• Individual behaviour chart linked to school rules and high five values – completed by the Headteacher</li> <li>• Internal suspension</li> <li>• External suspension</li> </ul> <p>If a child requires manual handling then the Use of Force and Physical Restraint Policy will be enacted and recorded on CPOMS and in the bound and numbered book.</p>

For children requiring additional support for their behaviour, beyond universal provision, personalised plans will be put in place

**Outside school in the playground and on the way home**

In the playground:

Leisure times should be enjoyable for all children and staff. Pupils will be encouraged to be physically active, play collaboratively in groups or sit in quiet relaxation and should respect one another at all times.

On the way home:

Young children will usually be brought to school and collected by parents. Nonetheless, we expect them to care for one another and the school grounds while they are on the premises. Children are not permitted to use the fixed playground equipment before or after school.

All our children are expected to travel home sensibly and courteously. Our neighbours are valued members of the local community and our pupils should respect them and their property. Pupils wearing school uniform are representatives of the school and their behaviour, noise level and language used in the local community should reflect the high standards expected from all at Whitestone Infant School.

**Outside school when on visits etc.**

We have an excellent reputation for the behaviour of children from Whitestone and expect this to continue. Courtesy and consideration should be shown to all people and behaviour should be restrained and polite.

**Recognise and discourage poor/unsafe behaviour:-**

- a) **Anti-Bullying** (See appendix 1)

**What is bullying?**

Bullying can take many forms and be for various lengths of time. It may be verbal or physical or based mainly on body language. Whatever form it takes it satisfies some need for power whether overt or subtle in form.

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. It may be between individuals, groups or a mixture of the two.

The power exerted is not always clearly defined or easily recognised but there is a need on the part of the bully which we need to satisfy in other ways in order to cope with the problem. The bullied person often has needs of their own which we need to identify and meet if the problem is to be overcome.

We need to work together with children, staff and parents to overcome bullying and ensure that our school is a happy place for everyone.

### **Forms of bullying**

All bullying is aggression, either cyber, physical, verbal or psychological, but aggression need not necessarily be bullying. Groups of children may intimidate less confident individuals or groups. Teachers need to be watchful for the victims of these gangs and mindful of the reasons for the groups themselves.

Spitefulness or resentment can develop into bullying and become focused on individual victims for some particular purpose or time.

Other social issues may enter the problems, such as race or gender and these concerns need to be addressed as part of the curriculum management.

### **b) The Curriculum**

At our school a caring, co-operative ethos may be created through PSHE/RHE & citizenship (personal, social and health education), SMSC (spiritual, moral, social and cultural) education, Protective Behaviours and cross-curricular themes. Zones of Regulation to be used as a tool to support communication and restorative discussions. In addition to teaching social behaviour by drawing on incidents as they occur in the daily life of the class, teachers need to assume an increasing role in teaching social skills in a conscious and systematic way.

Opportunities need to be provided for groups to discuss bullying in 'circle times', as part of our Online-Safety curriculum in relation to cyber bullying and role-playing situations devised so that pupils learn to cope better with bullies etc.

This work is highlighted regularly by our Online-Safety Committee through assemblies, the curriculum and is particularly exemplified in the annual 'anti-bullying' week and the teaching of "Say no to bullying". Similarly, bullies need to be placed in situations which require them to see things from the victim's position.

Some victims of bullying may need their self-esteem raised through activities which are designed to improve their social skills. They also need support from teachers and parents to counter their feelings of inferiority and guilt. If required, parents will be advised on how they may help their child.

Bullies too need help to show them that they can satisfy their needs through working with others rather than in confrontational or competitive ways. Their parents will be involved in the discussions of how to change their child's behaviour to conform with the schools' ethos.

Teachers and pupils need to devise ways of rewarding non-aggressive behaviour.

Where there is sexist or other language related to equal opportunity issues, the actions of pupils or adults must be tackled.

Advice and procedures concerned with bullying are found in appendix 1.

Persistent poor/unsafe behaviour will be dealt with as is pertinent to the child in consultation with the child, the teacher and parents or carers.

## **SEND and Inclusion**

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where needed. Planning is linked to the personal 'Individual Education Plan' (IEP) and Pastoral Support Plans (PSP). The pupils are supported by teachers, teaching assistants and outside agencies where appropriate. All children have equal access to a high quality, supportive and appropriate curriculum with extension work provided for the more able.

Provision within the Learning Behaviours Policy for children with Educational Health Care Plans (EHCP) or those in the care of the local authority will be adapted as necessary to meet their specific requirements.

Children with significant behavior needs will have an individual behavior plan which will be constructed with key stakeholder involvement.

## **Equal Opportunities**

The Policy reflects the school policy on equal opportunities and inclusion where all children, irrespective of religion/belief, age, gender/gender orientation, ethnicity, language or disability have an equal entitlement to receive a quality of education, covering the full extent of the curriculum.

## **Suspension**

Only in very extreme cases will this be considered as an option and applies to **all** pupils.

### At lunch times

When children are persistently poorly behaved at lunch time parents will be asked to co-operate by having children home at lunch time for one week in the first instance, and then this time would increase if the need arose. This would be a formal fixed-term lunchtime suspension and would be reported and recorded as such.

### At other times

When all other procedures, such as discussion between child, staff and parents, 'time out', praise and reward for good behaviour have proved fruitless.

If children are severely poorly behaved and there is risk of injury to staff or other children then a suspension procedure will be instigated. This also applies when there is severe disruption to teaching or learning. At this stage the parents will be asked to be part of the arrangements and the Governors informed and involved as the suspension process begins. All incidents will be fully investigated and evidenced.

In the first instance the child would be suspended for up to 5 days, the LA notified and the suspension put on the child's record, together with the specific reason for suspension and the expected improvement on re-admittance. The parents are notified of the suspension by telephone in the first instance and this is then confirmed in writing together with details of the home learning to be provided by the school. All of this would be in consultation with pupil, governors and parents. Parents have the right to appeal to the school and to governors.

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On conclusion of the suspension period the parent would be expected to accompany the child into school to attend a meeting with the Headteacher so that all parties were fully aware of acceptable expectations.

If acceptable behaviour still were not attained the process would begin again for more than 5 days in any one term. The Headteacher has the legal right to exclude for up to 45 days in any one school year where necessary.

At Whitestone Infant School, we engender a caring ethos and are confident that it is unlikely to require the use of these extreme measures. Suspension procedures would only be considered under very exceptional circumstances. It must be noted that all children are subject to the same procedures regarding suspension, including those with identified additional needs and children with EHCPs.

### **Monitoring and Evaluation**

All staff help children to work towards individual, group and school targets and to understand procedures and the reasons for them. Records are kept of problems and incidents which arise. The Head, Deputy and Senior Leadership Team review these records termly to identify patterns and ways of improving behaviour, systems and general self esteem. The Headteacher will report termly to Governors in the Headteacher Report to Governors.

#### Evaluation criteria:

Incident logs on CPOMS for persistent misbehaviour to be reviewed termly by SLT. Logs will be reviewed for:

- Incident rate of poor/unsafe behaviour in behaviour logs and first aid incident books:
  - ⇒ in class
  - ⇒ playtime
  - ⇒ lunchtime
  - ⇒ before and after school
- Incident rate of poor/unsafe behaviour and need for 'time out' procedures.
- Behaviour targets met by:
  - ⇒ individuals
  - ⇒ groups
  - ⇒ whole school

Effect of high 'feel good' self esteem in 'Circle Time' will be gathered by staff discussion in staff meeting. Actions will be planned where necessary

### **List of Appendices**

Appendix 1            Advice on bullying

**Behaviour Policy Appendix 1**  
**Advice concerning bullying**

**Advice for Teachers**

- a) The relationship between teachers and students should be such that children should be able to tell their teachers if they are bullied or witness bullying, and they should be made to feel that they are believed. All statements regarding bullying must be recorded as such on CPOMS.
- b) Victims and other children must be encouraged to report bullying. Reporting an incident of bullying should be viewed as taking responsible action rather than as telling tales. Encourage children **not** to be bystanders but take steps to stop the bullying and report it to a teacher. Children can be trained how to do this - "helping" skills.
- c) Watch for early signs of distress in pupils - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.
- d) Listen carefully to both sides and record incidents.
- e) Offer the victim immediate support and help by putting the schools' procedures into operation and in the classroom.
- f) Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents.

**Action should be taken always.**

- g) Ensure that all areas of the school are supervised at break, lunchtime, between lessons and at the end of the day. Ensure that any suggestion of bullying occurring outside of school is addressed through extra and specific circle time as well as making all responsible adults aware of the situation. Particularly be aware of difficult areas e.g. cloakrooms, corners of playground, toilets.
- h) Use all the pupils as a positive resource in countering bullying and discuss the issues with classes or groups. Peer counselling groups may be used to resolve problems. Pupils can also be used to help shy children or newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with.
- i) Report any incident of bullying of staff themselves by children or parents immediately to the Headteacher, who will, in turn, ensure that all parties are aware that this behaviour is unacceptable.

**In the Classroom**

- Create a positive ethos and expectation of good behaviour from all.
- Notice all that takes place outside the classroom as well as inside it.
- Show an interest in all the children (even those who try to remain invisible)
- Do not allow children to enjoy being curious onlookers of other children's difficulties.
- Vary the ways in which children are grouped so that they can understand consistent patterns of collaboration.
- Encourage all children work together in pairs or groups. Use them to teach each other to learn. Be fair and be seen to be.
- Insist on children telling the truth. (It's so easy not to have time chasing up details).
- Praise good behaviour when possible rather than just telling them off for bad behaviour.
- Have a very clear classroom routine.
- Find a means of getting children to help manage the classroom.
- Talk to children about behaviour & restorative practice.

**Our disapproval of bullying always focuses on disapproval of the child's behaviour, not disapproval of the child.**

**j) Procedures**

The following steps may be followed in recording incidents of bullying and also as a means of conveying to all concerned how seriously the school regards bullying behaviour.

- The class teacher, as first point of contact with pupils, should listen to all sides of incidents and take action. This should be recorded on CPOMS.
- The Headteachers should be informed of all incidents of serious and/or persistent bullying, and a record kept. The record should reflect which type of prejudice driven bullying has occurred and record how this has been addressed.
- Once any incident of bullying has been confirmed, the head may contact the parents of those involved so that joint home/school action can be planned and agreed.
- A target time may be agreed by the Headteacher and parents at which the situation may be reassessed.
- Pupils, both the bully and the bullied, should be made aware of the involvement of Headteacher and parents.

**Possible Signs of Bullying**

Observation

Parents and teachers are in ideal positions to be able to observe changes in a child's behaviour which may well indicate that they are being subjected to bullying.

So look out for

- ⊗ Items of clothing, property, school work, etc. that are damaged or lost more often than you would consider to be normal.
- ⊗ Frequent injuries to the child (bruises, cuts, etc.)
- ⊗ The child who becomes withdrawn and is reluctant to say why.
- ⊗ Those who spend a lot of time in their bedroom, possibly crying, who find it difficult to sleep, wet the bed or have nightmares. Schools may be aware that the child always appears tired.
- ⊗ Educational attainment being slowly or suddenly reduced.
- ⊗ Requests to be accompanied going to and from school, or to go by a different route. If this is longer than the previous one, it could well indicate that bullying had been occurring along the previous route.
- ⊗ Money in the house or school going missing.
- ⊗ Depression in the child. Reluctance to eat or play normally. Youngster appears generally unhappy, miserable, moody and/or irritable.
- ⊗ Need to be constantly with older children or adults

Taken individually, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a child is showing signs of, or is experiencing **any** of the above, it can be an indication that all is not well, the child is not happy and therefore, whatever the cause, it should be investigated.

**Advice for Parents who suspect their child is being bullied**

- a) Watch for signs of distress in your children (see above)
- b) Advise your child to tell an adult e.g. a liked and trusted teacher. This is being responsible and not just telling tales.
- c) Take an active interest in the child's social life. Discuss friendships, how playtime is spent and the journey to and from school.
- d) If you think your child is being bullied inform the school immediately and ask for an interview with the class teacher and/or Headteacher. Furthermore, when discussing the problem with your son/daughter follow the advice given for victims (see the next section).
- e) Record if the bullying persists. It will be painful but it will provide supportive evidence regarding **who, what, where** and **when**.
- f) With the class teacher and Headteacher, devise strategies that will help your child and provide her/him with support inside and outside school.
- g) Parents should be informed if their child is involved in being bullied.

A partnership should be established with parents to try to prevent the bullying. Partnership should include governors.

**Advice for Parents who know their child is being bullied**

The following guidelines are for parents who know that their son/daughter is being bullied:

- First tell your son/daughter that there is nothing wrong with him/her. He/she is not the only victim.
- Advise your son/daughter that when an incident happens not to hesitate to tell an adult, for example a liked and trusted teacher.
- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.
- Advise your son/daughter not to try and buy the bully off with sweets or other "presents", and not to give in to demands for money or threats of violence.
- Together with an appointed teacher and your son/daughter work out a plan of action. Should the bullying be repeated the plan must be followed and an adult told that it has happened again.

**Advice for Governors**

- a. Ensure that ways of preventing bullying in the school are outlined in a school's written policy, and freely available to parents.
- b. Ensure that all pupils, parents and adults in the school know that bullying is completely unacceptable, and if they help to stop it, they will be supported.
- c. Make clear and accessible to all governors, parents, pupils and staff the procedures you expect to be mobilised to prevent bullying.
- d. Ensure that all incidents are recorded consistently and in a way that allows for the monitoring of the behaviour.
- e. Make provision to follow up the detection and reporting of incidents so that victims of bullying can be supported and bullies deterred.
- f. Make the curriculum an instrument of combating bullying.
- g. Set up procedures for dealing effectively with specific complaints from parents.
- h. Encourage the parent to speak to the class teacher and/or Headteacher.

**Types of bullying and how they are addressed**

1. Cyber bullying – see online-safety guidelines
2. Racial                    }
3. Sexual                    }        range of initiatives e.g. circle time activities, Protective behaviours, “say no to bullying,
4. Physical                }        anti bullying week
5. Emotional

