

Woodthorpe J.I. School

Behaviour/Anti-Bullying Policy

Behaviour is the way we act and respond to people and to situations we find ourselves in.

At Woodthorpe School, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. Class teachers are responsible for their children's pastoral care and behaviour but they do this in conjunction with the Head teacher, Deputy Head and Assistant Head. Duty teachers, teaching assistants; lunchtime supervisors and other support staff also share this responsibility.

Aims:

We aim to show children how to behave through role models, to enable our pupils to develop:

- A sense of self-discipline and responsibility for their own actions.
- A sense of identity, achievement and self-worth.
- An empathy for other children's feelings and respect for others.
- An awareness of and a desire to care for their environment.

We aim to:

- Ensure children are free to learn and play without fear of bullying.
- Outline the steps school will take should bullying occur.
- Learn about and promote British Values, school values and the United Nations Convention of the Rights of the Child.
- Create a safe and happy environment for all children.

Pupils are encouraged to be responsible for their own actions and behaviour so self-discipline is at the heart of effective learning. Parents also share the responsibility for the behaviour of their children and should contact the class teacher, in the first instance, to share concerns, just as the school will contact them in the same circumstances.

School rules are in place to keep children and adults in school safe. Rewards for good behaviour are vital and rewarded consistently and appropriately. Unacceptable behaviour is also recognised and is dealt with through specific school sanctions.

Our overall aim at Woodthorpe is to develop and maintain a well ordered school which illustrates our commitment to our goal:

“Learn, play and grow together.”

Anti- Bullying

Definition of Bullying:

Any behaviour that is deliberately intended to upset, hurt, threaten, frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time.

At Woodthorpe J.I. School we identify bullying as occurring when a particular child has deliberately intended to hurt, threaten or frighten the same child or group of children.

At Woodthorpe J.I. School, governors, staff, parents and children will work together to create an ethos and follow practices, which resolve conflict constructively and peacefully, so that everyone may feel secure and happy within the school environment.

Bullying will not be tolerated.

It is everyone's responsibility to prevent occurrences of bullying and to play their part in dealing with incidents quickly and effectively. The victim, their friends, or parents can bring bullying to the attention of staff.

The three main types of bullying:

PHYSICAL includes hitting, kicking, scratching, spitting, punching and the deliberate taking or damaging of property. Also covert behaviours such as pinching and prodding.

NON-PHYSICAL includes name calling, insulting, teasing, threats or extortion. Prejudice based bullying including but not limited to racist, homophobic, biphobic and transphobic bullying can take the form of offensive jokes and mimicry, wearing clothes with offensive slogans and promoting offensive literature.

INDIRECT includes ostracizing or the spreading of nasty stories and rumours about someone also the passing of offensive notes to others with the intent to cause distress.

Cyber- bullying will not be tolerated and will be dealt with under this policy and the E.Safety policy.

Prevention of BULLYING

At Woodthorpe School we practice a range of agreed approaches to be pro-active and to deal openly with incidents of bullying.

We will:

- Encourage children to talk about their problems/feelings.
- Ensure dinner supervisors and duty teachers report any **ANY** incidents that occur in the playground to the class teacher.
- Ensure every class teacher records any incidents of unacceptable behaviour.
- Display posters with advice on how to deal with bullying and peer mediators.
- Keep bullying as a high priority through collective worship, circle time and P.S.H.E

Allegations of bullying may be brought to the school's attention via a number of routes:

- Parents
- Victim/s
- Other children/adults witnessing events
- Staff

PROCEDURES FOR DEALING WITH BULLYING

When bullying is brought to the attention of a member of staff they will:

- Discuss the incidents with the victim.
- Identify the bully/bullies, obtaining where possible witnesses.
- Record who was involved, what happened and how it is to be followed up (Progresso).
- Advise the Head Teacher, Deputy Head, Assistant Head or other member of Leadership team (LT).
- Discuss the incident with and confront the bully.
- If they own up, implement constructive sanctions
- If they do not own up, investigate further and take action.
- Inform parents of the victim and perpetrator of the incident verbally and in writing and invite them to school to discuss the on-going behaviour. A letter is sent stating what has occurred, advising of actions taken with the date and time of an appointment to discuss the bullying.
- The Head Teacher/Deputy Head/Assistant Head/Class Teacher to monitor the situation by observations at playtime/lunchtimes and meet with both parties.
- Designated Senior Lead for Child Protection (DSL): Head Teacher, Deputy Head Teacher or SENDCo, to refer to Social Services if a Child Protection concern has been raised.
- Head Teacher/Deputy Head and SENDCo to contact the Police if actions have criminal implications and inform parents.

The aim of all procedures is to bring about reconciliation and changed behaviour. Incidents that are repeated or deemed serious may result in a fixed term exclusion.

School rules

- Show respect and care to everyone in school
- Always work to the best of your ability
- Look after school and other people's property
- Follow adults' instructions straight away
- Be gentle and kind when playing
- Always be honest

At playtimes

Break times and lunchtimes are influential and important times in a child's school day. Children are able to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, some lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be shared and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns to Year 6 Peer Mediators, School Council, lunchtime supervisors, support staff, class teachers, School Leadership Team or during PSHE/class circle time.

We value our lunchtime supervisors and work in partnership with them to promote our positive behaviour policy.

Woodthorpe children have enhanced play opportunities in the playground. There is an activity climbing frame (for EYFS and Year 1 children), a tyre park and a traverse climbing wall. Peer mediators operate at playtimes to support and help children resolve conflict and build friendships. Play Leaders run activities and games for children at lunchtimes and a teaching assistant sets up and supports adult-led activities.

Children who fail to follow the school rules during playtime may be referred to the duty staff. The incident is reported to the class teacher and the child may receive a Green, Amber or Red sanction. These are recorded on the Progresso Behaviour Module. Lunchtime incidents are recorded in the 'Dinner Time' folder.

Sanctions

At Woodthorpe we believe it is important that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, not the child her/himself.

Sanctions are displayed clearly in all learning areas throughout the school (classrooms, library, study/ resource room, computer suite and art room). Teachers make these explicit to pupils and a degree of flexibility may be operated in enforcing these sanctions depending on the circumstances, severity or frequency of the child's misbehaviour. We operate a traffic light system of cautions for dealing with inappropriate behaviour.

School Sanctions with Traffic Light System

1. Warning card
2. Verbal warning
3. Moved to another table ('Time Out') **[GREEN]**
4. Lose part or all of playtime (a.m/ p.m)
5. Sent to Key Stage partner classroom ('Reflection Time') **[AMBER]**
6. Behaviour logged on Progresso
7. Referred to a member of school leadership team (parents may be informed) **[RED]**

Persistent poor behaviour may lead to a Home/School diary, observation record or loss of specific privileges until his/her attitude and behaviour improves. Children are expected to complete their work in the lesson and time allowed.

If there are persistent concerns, Framework for Intervention (FFI) may be considered as an option. Informal discussion with the SENDCo/Inclusion Leader may take place.

Any behaviour deemed more severe, for instance, acts of aggression or physical abuse, will be reported immediately to the Head teacher and dealt with according to this policy. See section regarding procedures for dealing with 'persistently unacceptable behaviour' pages 6 and 7 and, if appropriate our anti-bullying policy.

Lunchtimes

The Achievement Ladder & sanction system operates at lunchtimes to deal with unacceptable behaviour (see below).

Lunchtime supervisors are trained annually on positive approaches to behaviour management. Praise and stickers are offered as rewards. Supervisors manage pupils to line up sensibly, and conduct themselves in a calm, orderly fashion to ensure every child has a happy, safe lunchtime. For example, if a child pushes into or behaves unsafely in the line they will be reminded of the rules (school values and children's rights) and instructed to go to the back of it.

Levels of Behaviour

Verbal warnings or warning cards should precede instigation of the Level 1/Green caution. However, some extreme behaviours may require directly placing the child/ren onto the appropriate level.

Here are some typical examples:

Level One - GREEN	Level Two - AMBER	Level Three - RED
Not on task	Persistence of Level One	Persistence of Level Two
Disrupting another child, chatting in class	Incomplete tasks (deliberate)	Major disruption of class activity
Distraction, interruption (shouting out)	Refusal to work	Dangerous refusal to obey instruction
Answering back	Defiance	Repeated defiance
Not taking instruction	Deliberate destruction of another child's piece of work	Aggressive violent behaviour, causing deliberate injury.
Disrespect for equipment	Minor vandalism	Vandalism of school building, property
Verbal abuse, minor bad language	Swearing/ Direct verbal abuse/racial abuse	Persistent bad language and verbal abuse/ racial abuse
Unsafe movement around classroom/ school/grounds	Pushing others	Leaving school premises without consent
Unsafe behaviour	Threatening behaviour	Abuse/threatening behaviour towards staff/ parents
Careless damage	Isolated act of violence – kicking, hitting, thumping etc.	Violent hitting, kicking , fighting
Touching other people's belongings	Stealing/intent to steal	Stealing/ intent to steal (persistent)
Telling lies/getting others into trouble	Bullying/persistent name calling/ lying	Repeated incidents of bullying
Playtime incident (first occurrence)	Spitting	Stone throwing
Breach of e-safety	Further breach of e-safety	(see e-safety policy)

Lateness after register closed	Prejudice based language	
Forgetting PE kit	Unacceptable behavior on educational visit	
Forgetting homework (Y6 only)	Rudeness to a member of the public	
Forgetting book bag	Running away or hiding from staff	
Throwing/ dropping food at lunchtime		
Sitting on incorrect house table		
Eating banned foods at playtime		
Failure to hand in mobile phone/ other electronic device		
Talking in assembly		

Discretion and professional judgment should be used depending on the context.

Traffic Light System at lunchtimes

A serious incident or persistent mis-behaviour is recorded by the lunchtime supervisors and then reported to teaching staff and / or member of leadership team.

Three levels of caution are used:

1. **Green:** First level – following one verbal warning and second warning where child's name is written in the supervisors' log book. The child may be encouraged to play a different game, play with another friendship group or sent to play in a different zone.
2. **Amber:** Second level (for children currently on a green caution) – The child will be given 'time out' and asked to stand with a dinner supervisor (approx 10 minutes), monitored closely.
3. **Red:** Third level (or for children currently on an amber caution) – a behaviour incident form is completed, the class teacher is informed and a member of senior management. Senior management will determine the most appropriate sanction. Specific letter to be sent by Head teacher to inform parents.

At the end of the day all cautions are cleared. If a child has been on the red level several times or displays consistent disruptive behaviour, an Individual Education Plan (IEP) for behaviour may be considered. The class teacher will consult and liaise with the SENDCo to plan the best intervention strategies for that child. The SENDCo and class teacher will work closely with parents and discuss the behaviour targets for their child. In the case of persistent unacceptable behaviour at lunchtimes, lunchtime exclusion for a fixed term will be used. If necessary this will be extended to a longer exclusion at lunchtime (to the end of the next half term or term).

Roles and Responsibilities

All members of the school community, including children, parents and support staff (both teaching and non-teaching) have a responsibility for identifying and raising awareness of bullying behaviour. All staff and pupils are encouraged to promote positive attitudes

Teaching staff:

- Share the same responsibility for monitoring and reviewing behaviour management throughout the school and the well-being of our pupils.
- Have responsibility for dealing with bullying behaviour in the first instance.
- If staff are experiencing pupils with behaviour difficulties then they are invited to discuss this with the Inclusion Co-ordinator/ member of SLT.
- The school leadership team, class teachers, support staff, dinner supervisors positively reinforce the school rules and enforce the sanctions when necessary.
- Timely and up to date records of incidents must be made by all staff using Progresso Behaviour Module.
- Teachers must ensure that a record of incidents is placed on the pupil's file.

The Headteacher and Deputy Headteacher

- To support both class teachers and support staff with the implementing of 'Framework for Intervention' and behaviour policy
- To liaise with outside agencies as required
- To liaise the SENDCo re children entered into the system.
- To be involved in serious isolated cases and deal with serious incidents
- To be informed immediately of any children on level 3 of the system.
- To access and liaise with outside agencies at level 3 of the system.
- The Headteacher has overall responsibility for ensuring that all bullying behaviour is dealt with in accordance with this policy.

The SENDCo/ Inclusion Leader

- To make initial assessment of a child's needs after class teacher has raised concerns.
- To determine whether to involve the Head Teacher and/ or Deputy Head Teacher
- To inform parents and define timescale.
- To maintain list of overall provision and inform Head Teacher and School Administrator of changes that need inputting onto the school MIS system.

System for INTERVENTION

The class teacher will initially raise concerns with the SENDCo. The SENDCo will meet to discuss relevant actions.

Level 1

- Teacher raises concern with SENDCo about pupil/s or class.
- Jointly plan baseline observation of behaviour.
- Teacher completes Behaviour Environment Checklist.
- Jointly construct Behaviour Environment plan.
- Teacher implements plan for six weeks.
- Further baseline observation
- Jointly review plan.

Level 2

- Following a review, teacher and SENDCo decide to move a certain pupil to Level 2.
- SENDCo gathers baseline information from teachers, parents and outside agencies, etc.
- SENDCo plans baseline observation of behaviour.
- SENDCo meets with pupil, parents and teacher to construct and Individual Behaviour plan or add behaviour targets to an IEP if a pupil already has one.
- Staff and pupil implement plan for a minimum of six weeks.
- Teacher who raised concern continues to run Behaviour Environment Plan with changes if needed.
- Review with pupil, parents and SENDCo or combine with IEP review where relevant.

Level 3

- As for level 2 with much closer monitoring of Individual Education Plan for behaviour (at least weekly)
- Behaviour Environment Plans still run in order to provide context for IEP
- Where outcome is unsuccessful consider
 - a) consulting LA to arrange a case conference with other agencies;
 - b) statutory assessment of SEND.

Procedures for Dealing with Persistently Unacceptable Behaviour

When all internal school strategies and interventions have been carried out and the unacceptable behaviour still continues, the following process will be followed;

1. Letter to parents informing them of what has happened, the actions school has taken asking them to attend a meeting with the Head Teacher, Deputy Headteacher or Assistant Head/SENDCo to discuss the behaviour, provision and way forward.
2. Letter to parent warning that if the child repeats the unacceptable behaviour he/she will receive a fixed term exclusion.
3. Fixed term exclusion.

The following are unacceptable behaviours that can lead to fixed term exclusion:

- Bullying
- Aggressive abuse/physical/verbal
- Continued disruption: throwing objects, stopping others from working or teachers from teaching
- Defiance: refusal to do as a member of staff asks
- Disruption around school and in unstructured time e.g. playtime
- Prejudice based physical abuse
- Prejudice based verbal abuse
- Threatening behaviour

- Extortion
- Wilful damage of property
- Theft
- Fighting

The following behaviours are deemed to require immediate action and will result in a fixed term exclusion straight away: Repeated fixed term exclusions could lead to permanent exclusion in accordance with LA procedures and in consultation with the governing body.

- Possession of a weapon
- Assault on a member of staff

Social Services referral:

- Sexually inappropriate behaviour
- Any behaviour which raises Child Protection concerns

Contacting the police:

- Any behaviour that has criminal implications

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2016, school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by him/her may search pupils without consent where there are reasonable grounds for suspecting that a pupil may have a prohibited item.

Screening and Searching of Pupils

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence to cause personal injury to, or damage to the property of, any person, including the pupil.

Pupils who bring knives, weapons and controlled substances onto school premises will immediately receive a lengthy fixed term exclusion or possible permanent exclusion. The items will be passed to the police. Subsequent reoffending will result in permanent exclusion.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or

at any time when they are in the lawful charge and control of the School (for example on a School trip).

At Woodthorpe JI School the following items are banned items that may be searched for if there are reasonable grounds for suspecting that a pupil has the item in their possession:

- Substances which produce legal highs, eg Red Bull, caffeine pills/ drinks
- Weight loss pills
- Animals

Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2016, school staff can require a pupil to undergo screening even if they do not suspect them of having a weapon and without the consent of the pupils.

Risk Assessment

Children who have displayed dangerous behaviour may require a risk assessment to determine whether it is safe for them to participate in off-site educational visits or extra-curricular activities e.g. after school clubs. Children with challenging behaviour may require an individual risk assessment and positive handling plan. This will be completed by members of staff in consultation with the child's parents.

Incidents Outside School

Teachers have the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to and from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Teachers may discipline pupils for misbehaviour, at any time, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of staff;
- Could adversely affect the reputation of the school.

Incidents that occur outside school can affect relationships in school. If this is apparent then the member of staff should use their discretion in dealing with it. If in doubt, advice should be sought from the Deputy Head Teacher or Head Teacher.

Parental Involvement

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve

supporting a positive school ethos and accepting that school is the appropriate educational environment. Parents will always be informed of any issues arising from their child's behaviour, good or bad. Communication is a two way process and should be encouraged wherever possible.

Contact with Parents

- **Amber** – Some of the amber level behaviours may require a standard letter either stating that the child has been involved in an incident or asking parent to make an appointment with the teacher to discuss the behaviour. Teachers will use their discretion as to which is most appropriate. A follow up letter will be sent if the parent does not make the appointment.
- **Red** – Letter from Head Teacher (or Deputy Head Teacher/most senior person) to arrange a 'dialogue' on a regular basis occurs – this could be the parent visiting for weekly reports or a diary going home or a reward scheme to support improvement.

Reward Systems

The best way to raise self esteem and promote a happy school environment and excellent behaviour is through regular positive verbal praise. Discipline should be achieved where possible by a positive attitude and rapport between teacher and child. Rewards for good behaviour should be immediate and relevant.

Achievement Ladder

Teachers make their high expectations explicit to all pupils to behave well and according to the ethos and rules of the school. Pupils are praised for maintaining this standard by the end of the day. For any exceptional achievement or demonstration of outstanding behaviour (i.e. citizenship, team work etc) children will be 'moved up' or asked to 'move yourself up' the ladder to Bronze, Silver or Gold.

The ladder is reset daily and pupils who 'moved up' are recorded, stickers are awarded and there may be a draw at the end of the week.

EYFS – Rainbow = 2 stickers; Pot of Gold = certificate

KS1 – Bronze = sticker; Silver = silver sticker; Gold = gold sticker and a certificate.

KS2 – Bronze = sticker & 1 house point; Silver = sticker & 2 house points; Gold = sticker & 3 house points. All children who have not moved down the Achievement Ladder are recognised for their good behaviour.

EYFS, KS1 and KS2

Each class teacher nominates children each week to receive special mentions in Friday assemblies. Special mentions can be for anything the teacher considers worthy of praise and public recognition. The Head teacher leads this assembly (or member of the leadership team, i.e. Deputy Head or Assistant Head) to discuss these efforts with the whole school.

Each class teacher also nominates one child every week to be their chosen Star Pupil. The child is rewarded with a certificate in recognition for their efforts in a certain area.

Star Pupils receive a certificate and have their first names printed in the weekly newsletter to parents. Parents of star pupils are invited to attend these assemblies

Golden Book Assembly

Class teachers select one member of their class who has displayed consistently outstanding behaviour both in and around school over the half term. Pupils' names are entered into the Golden Book. This criteria is listed below:

A child who:

- Follows all classroom and school rules
- Willing to help and support others (peers and adults)
- Is always polite, well-mannered and respectful
- Listens attentively, takes part in lessons sensibly and cooperatively
- Shows great care when handling school equipment
- Has excellent attendance and punctuality
- Is reliable and trustworthy

The SENDCo awards certificates in the behaviour assembly. Parents of these pupils are invited to attend.

House Points

(see also Achievement Ladder)

We will continue to award these as they encourage children to work collaboratively. House points can be awarded for anything and can be doubled for amazing achievement. They should also be used to reinforce positive behaviour and following classroom rules and routines.

School totals of house points in EYFS, KS1 and KS2 are collected weekly by monitors. They total the house points and the scores for each house are read out weekly in assembly. The winning house is awarded a sticker on the leader board/chart. At the end of the year, the house with the most points is awarded the trophy for the start of the following year. Class specific incentive schemes are also in operation (for example, Golden Time).

Rewards for Attendance are also awarded to individual pupils and classes.

All rewards at Woodthorpe School are to celebrate and recognise pupils' personal and individual achievements. Awards, once earned, must not be removed for any reason.

Class Prefects

Class Prefects in Year 1 to Year 6 are elected by their peers for the term. This is usually one girl and one boy who will represent the class and carry out tasks/ responsibilities detailed below:

A good Class Prefect should:

- Follow the school rules, work hard and do your best at all times
- Remind others of the classroom and school rules
- Help your class line up sensibly
- Help supervise children on the playground
- Help supervise the class during wet playtimes
- Report any problems or concerns to your class teacher

- Remind children to tidy up, keep the classroom and coat peg areas organised
- Attend half-termly Prefect meetings with Miss McGrath
- Wear your school uniform everyday to set a good example
- Be friendly, helpful and kind to everybody
- Take messages and be willing to do jobs for your teacher

Pupils receive a class prefect badge which is worn throughout the school day.

Curriculum

Our curriculum addresses 'bullying' (of all types) specifically as a theme once a year within our Health Week which coincides with national Anti- Bullying week. 'Bullying' and other related/ key themes are addressed in assemblies, PSHE/ SEAL lessons, Friendship group interventions and also integrated through the rest of the curriculum over the year.

Parental Behaviour

Parents while on the school site are expected to behave in a manner appropriate to the calm, caring and safe environment of the school. Parents are expected to treat all pupils and other parents with respect and tolerance to others views and beliefs. On no account is any verbal or physical abuse tolerated towards any member of school staff. Should this occur the police will be called immediately and further sanctions sought from the LA. This is outlined in the Adult Behaviour Policy and Visitors' Code of Conduct.

The Rights of Every Child

Woodthorpe JI School uses the United Nations Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Articles: 1, 2, 3, 12, 15,17, 27, 28, 29, 31, 32, 34, 42.

This policy supports the work on Behaviour Management and complements our Safeguarding/ Child Protection Policy and Confiscation and Care of Pupils' Property Policy.

Signed:

Approved: 26th April 2018

Review: April 2019

PARENTAL BEHAVIOUR AT SCHOOL

Whilst parents are on the school premises, they must:

- Act in a polite and respectful manner towards school staff, governors, pupils and other visitors.
- Not display aggressive or threatening behaviour.
- Help to create a welcoming environment which promotes equality and diversity.
- Act as positive role models to pupils.
- Adhere to school policies, including the:
 - Code of Conduct.
 - Adult Behaviour Policy.
 - Visitor Policy.



PARENTAL BEHAVIOUR



What is expected of parents?

Whilst on the school premises, parents are expected to act in a polite and respectful manner, ensuring school policies are adhered to, including the Code of Conduct, Visitor Policy and Adult Behaviour Policy.

**AGGRESSIVE OR THREATENING BEHAVIOUR
WILL NOT BE TOLERATED**

Why is it important?

These expectations are in place in order to set a good example for pupils, showing them how to cooperate with, and work alongside, other members of the wider community.



What does the law say?

The school has the right to remove individuals from the premises. It is a criminal offence to cause a nuisance or disturbance on school premises - this may result in the police being contacted and a banning order implemented.

Dear Parents,

The [updated](#) Behaviour/Anti-Bullying Policy can be emailed or sent to you upon request to the School Office.

This policy document is to inform pupils, parents and carers about how staff in Woodthorpe JI School promote Positive Behaviour and discourage bullying. We believe that the strategies we use will prevent bullying and establish good behaviour within our school. Incidents of bullying can however occur in school and they are treated seriously and as a matter of urgency. If a pupil reports a bullying incident to you at home, it is important that you discuss the matter urgently with a member of staff so that we can bring about a resolution to your child's problem.

We are committed to further establishing a happy, safe, bully free environment in our school and wish to involve parents in our efforts. We hope that this document illustrates our mission to care for all our pupils.

Yours sincerely,

Ms L McGrath
Headteacher