



Buckfastleigh Primary School

Behaviour and Anti-Bullying Policy

Rationale

In our school community we want to create a safe, happy environment where all feel secure and respected. We recognise that each individual child is at different stages of social learning and only through a consistent approach to the management of behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Buckfastleigh Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion and auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules, and will be asked to be involved again in reviewing the policy in a year's time.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps children feel good about themselves.
- When the adults change, everything changes
- Adult behaviours create children's responses and behaviours.

Aims

Through this policy we aim to:

- Ensure a consistent approach to managing behaviour based on agreed boundaries of acceptable behaviour and applied by all staff and understood by all pupils and parents.
- Promote pupils' self – esteem by providing a system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.

- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn to the best of their abilities.

Objectives

- To teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely
- To teach strategies for children to solve conflicts peacefully
- To teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group
- To agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- To enable children to recognise understand and respond to a range of feelings.
- To develop vocabulary to enable children to express feelings verbally rather than physically.
- To promote equal opportunities and instil a positive attitude towards differences.
- To promote an ethos of peer support.
- To ensure the atmosphere in the classroom environment is conducive to learning.
- To ensure children are aware of the consequences of their words and actions towards themselves and others.

Our School Rules

We have three simple rules:

- Be ready
- Be respectful
- Be safe

These are known to our children as the
'Buckfastleigh Steps to Success'

These rules are used across the school community including in Reception.

Rights and Responsibilities

Pupils' Rights:

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is expected
- To feel safe
- To be treated fairly

Pupils' Responsibilities:

- To treat others with consideration and respect.
- To do their best and let others learn.
- To follow instructions from teachers and other staff.
- To support and encourage each other.
- To take responsibility for their own actions.
- To care for and take pride in the environment of the school.
- To sort out difficulties appropriately seeking adult help if needed.

Staff Rights:

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To work in a supportive and understanding environment
- To feel safe

Staff Responsibilities:

- To create a safe and stimulating environment in which all children can learn.
- To treat pupils with consistency and respect at all times.
- To foster good relationships, leading by example.

- To involve parents when children are consistently finding it difficult to meet expectations of behaviour.
- To work as a team, supporting and encouraging each other.

Parents' Rights:

- To be sure their children are treated fairly and with respect.
- To know their children are safe.
- To be able to raise concerns with staff and be told when their child is experiencing difficulties.

Parents' Responsibilities:

- Work with the school to promote good behaviour and challenge inappropriate behaviour and to uphold the principles of this policy.
- Ensure children attend regularly and on time.
- Be aware of the strategies of the school and reinforce these at home.
- Promote good behaviour, politeness, courtesy and consideration for others.
- Inform the school of any concerns that may affect the behaviour of their child.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the 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 and 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.

Children are encouraged to talk to and 'tell' any of the many adults who are around if they are unhappy or finding things difficult. Parents are asked to talk to us about any difficulties and the Head operates an 'open door' policy that responds to issues as they arise. Parents are welcome to come into school in the morning. Key Stage 1 staff escort the children out of school at the end of the day as this gives the opportunity for teachers and parents to communicate.

Prevention/Encouragement

The school is proactive and seeks to identify and teach the skills and strategies needed to manage situations before they arise. There is a focus on children's and adult's emotional health and wellbeing as this is paramount for creating a positive learning environment. At Buckfastleigh, we have a systematic approach to the early identification of emotional need in children so that differentiated provision can be put in place.

- Nurture
 - Understanding children's emotional development and adults attuning to the children's needs.
 - Whole class activities that help to promote the children's emotional wellbeing.
 - Individual action plans where appropriate with school and home activities.
- Attachment Based Mentoring
 - Over the school year 2019-20, the school is develop an approach around attachment based mentoring.
 - This support children's connectedness and relationships so they are better prepared to engage socially and with learning in school.
- '10 a day' choices towards balancing our mental health
Staff and children use mental health strategies:
 - Talk about your feelings
 - Do something you enjoy and are good at
 - Keep yourself hydrated
 - Eat well
 - Keep active in mind and body
 - Take a break
 - Stay connected to those you care about
 - Ask for help
 - Be proud of your very being
 - Actively care for others
- Social, Emotional Aspects of Learning (SEAL)
 - In assemblies, lesson time and in small groups the school actively teaches the emotions and feelings around a number of key areas. This helps to recognise emotions in ourselves and how we might react to certain circumstances. It also helps us to identify how others may act towards us and to provide strategies to manage the situations enabling teachers to directly teach about the consequences of our actions. The key themes are:
 - Term 1
 - New Beginnings
 - Getting on and Falling Out
 - Anti-Bullying
 - Term 2
 - Going for Goals
 - Good to be Me
 - Term 3
 - Relationships
 - Changes
- Circle Time

- Every class will timetable at least one session of Circle Time each week to develop the SEAL theme but to also address situations in the class. Circle time may include:
 - Team building activities
 - Discussion
 - Role-play
 - Work with puppets
 - Empathy with others
- Class and Playground Charters
 - At the beginning of every academic year each class will negotiate the behaviours that they want to see in their class. This is underpinned by our core rules of **'Be Ready, Be Respectful and Be Safe'**. Every class member including adults will sign this and it will be displayed in the classroom and sent home.
 - In September the School Council will review and adapt the playground charter.
 - The Charters are kept alive throughout the year and aspects are discussed during circle time with the class developing a focus for the week which is shared with the school council.
- Curriculum
 - Learning is appropriately matched to the children's needs and is built upon the children's interests, prior learning and understanding.
- Peer Mentors /Buddies/Play Leaders
 - Older children are given responsibility to buddy younger children which creates a positive caring attitude towards others. Where a child may be struggling with an issue peer mentors can be used to support.
 - Older children act as play leaders on the playground with the younger children.
- Peer Massage
 - A whole school strategy to reduce children's stress levels, aggression and bullying. Peer massage is an effective tool for improving a child's mental health and has also been shown to improve the children's concentration and self-confidence. Children are empowered to make choices and develop respect for the needs and feelings of others.
- MTA Partnerships
 - Mealtime Assistants are paired with a class. This builds the relationship between the class and a specific adult on the playground at lunchtime.
 - MTAs and class teachers liaise at the start and end of lunchtime to ensure all adults are aware of current needs of the children and incidents are passed on.
 - MTAs understand and can support specific individuals in their classes.

Rewards

Positivity and praise underpins everything we are doing to reinforce the school's expectations and the learning behaviours that need to be encouraged. Praise can be given in a whole variety of ways and should be specific and meaningful. There must always be more praise than correction to prevent negative attention seeking. Reward systems are used through the school. **Children should not be offered rewards for good work or behaviour. They are given as a result of good work or behaviour. E.g. 'You've put in so much effort, here is a sticker.'** **NOT 'For a sticker, who can tell me....?'**

Rewards are systematic and link together to encourage good learning and behaviour at the levels of the individual, the whole class and the wider school 'Houses'.

- Individual

- Children in Reception and KSI earn stamper for good behaviour and learning. Every child has a stamper card which is completed when it has 6 stamper on it. Teachers monitor this in class.

Stamper Cards	Reward
5	Certificate
10	Pencil
20	Bronze Badge
30	Silver Badge
40	Gold Badge

- Children in KS2 use an online app called Class Dojo. Children earn 'Dojo points' towards their own avatar and parents at home are linked in and can see when their child has received positive reinforcement for good learning and behaviour. Class Dojo is set up so that Dojo points can be given for specific categories that the whole school or class is working towards. For every 50 dojo points, a child will receive a certificate in celebration assembly.
- Each completed Stamper card or 10 Dojos earns one bitcoin towards their school house.
- Whole Class Rewards
 - Every class has a system for earning whole class rewards. These can be given by an MTA, another member of staff or a visitor as well as the class teacher.
 - Individual classes may have a target they are working towards each week linked to this.
 - The system is decided in individual classes but could be; a marble in the jar, segmented picture to colour. The rewards are put together to work towards a whole class treat. This is decided by the class and can include things such as, a film, choosing afternoon, non-school uniform, class party, bikes and scooters.
- School Houses
 - Every child is a member of a school house. This is decided upon in their first year at school.
 - Siblings are put in the same house.
 - Every house has two Year 6 Captains who are nominated at the start of the year.
 - Events are planned through the year where children work together in their houses.
 - Each teacher is linked with a School House.
 - Houses earn bitcoins towards their house point total. These can be given for a whole variety of reasons including performance in school events and individual rewards.
 - At the end of every half term, the leading house earns a treat.
- Celebration Assembly
 - There is a celebration assembly once a week where presentations are made and children can share their achievements in and out of school.
 - Star of the Week – a certificate given to an individual and linked to our school values.
 - Learner of the week – a certificate given to an individual and linked to our Daring Pioneer Curriculum.

Sanctions

Adults use the language of choice at all times to help individuals understand that their actions are having a negative impact on themselves and others. A restorative approach is used at all times. Adults and children recognise that we all make mistakes so an opportunity is given for behaviour to change and there is a chance to make amends. When using sanctions, adults should focus on how the impact of the behaviour is having a negative effect on children's wellbeing and learning.

The school understands that some incidents need to be dealt with on an individual basis. These might be persistent disruptive behaviour or a single significant event. This means that any follow up or sanction by a class teacher or SLT will be decided with reference to the school values and in a way appropriate to the situation. However, if the reward strategies outlined above are not having the impact, then the following apply in most situations:

	Who	Action and Sanction
Stage I	<p>Reception and KSI</p> <p>Classes have a system using Sun, Rainbow, Thinking Bird and Cloud. This is visual and allows the children to understand and remember their behaviour.</p> <p>Towards the end of Year 2, the class may start to stop using the Sun system. This will prepare them for KS2.</p>	<p>All children start on the Sun. For excellent behavior and learning, children are moved to the Rainbow. Any child who gets to the rainbow will take one home to their parents.</p> <p>Pre-warning - "If that behavior continues you will move to the Thinking Bird"</p> <p>1st Warning - Child moves to the Thinking bird. If their behavior improves they move back to the Sun.</p> <p>2nd Warning – Behaviour doesn't improve so child moves to the Cloud.</p> <ul style="list-style-type: none"> - The classteacher might decide to give the child timeout within class in a designated space depending on the incident. This is a chance for the child to reflect on their behaviour and should only be for a short period of time. - Children go back to the Sun at the start of the next session or when their behaviour improves – whoever comes sooner. Everyone is given a chance to start again. <p>Continued Warnings – A child may be sent to another class or miss part of their playtime. This to be decided by the class teacher depending on the needs of the child.</p> <p>For significant misbehaviour, the class teacher might take the child to a member of SLT.</p>
	Key Stage 2	<p>Pre-warning – "If that behavior continues you will get a warning."</p> <p>1st Warning – Child made aware that their behaviour is not acceptable.</p> <p>2nd Warning – Timeout within class. A chance to reflect on their behaviour and work in another space in class.</p>

		<p>3rd Warning – Timeout in another class. This may or may not be with work. It is a chance for the child to reflect on their behaviour and come back to class positively. Timeout should not be for more than 10-15 minutes.</p> <p>4th Warning – Timeout with SLT</p>
	<p>All warnings should be recorded in a book in class to monitor over time.</p> <p>If a child is sent to SLT, the behavior will be discussed with the child and the child may not return to class for the rest of the session. This will depend on what the warnings have been given for and the age of the child. Any further sanction to be given and followed up by the class teacher when it is the first time that week.</p> <p>Sometimes a teacher may feel that it is necessary for a child to have time in another class even if it is their first warning – it will depend on the incident and is down to the professional judgement of the classteacher.</p> <p>Children who are sent to SLT twice in a week will have a letter sent home to their parent. This will make parents aware of the impact of their child’s behaviour and outline any sanctions given. Children who are consistently getting sent to SLT multiple times in a week may need extra support to improve their behaviour (see below).</p> <p>Staff will make their own judgement about whether a child should stay inside during playtimes for short time if they have not completed work to an expected standard for the individual or have been misbehaving.</p>	
Stage 2	Behaviour Care Plan	On the occasions when a child is consistently working through the warning system – Parents/Teacher/SENCo/SLT representative will meet to develop a plan to address the child’s specific behaviour needs. Strategies will be specific for the child and the plan will be shared with all staff.
Stage 3	Relational Support Plan and/or Educational Psychologist	An additional layer that involves outside agencies. An external expert may come in to work with the school to provide support. They may meet with the individual child, classteacher, SLT and family.
Stage 4	Fixed Term Exclusion of up to 5 days.	This is used for continuous disruptive behaviour over a period of time or a one-off incident which is considered dangerous or completely inappropriate (see Devon County Council notes of guidance). The maximum period of fixed - term exclusion is 45 days per year. It must also be reported to the Area Education Office and the chair of Governors, and parents have a right of appeal to the governing body. Child is removed from school for a fixed period. Work is set to do at home during normal school hours. School works on strategies to help the child to return to school. This is communicated during the reintegration meeting.
	Permanent exclusion	This is only used in extreme cases after other forms of exclusion may have failed to solve problems of behaviour with a child. It must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the discipline committee of the governing body.
		<p>Stages 3 and 4 may be in a different order depending on circumstances</p>

Use of Touch

- Positive Touch

There are occasions when physical contact with a pupil is proper and necessary: Examples of positive touch:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together in or out of school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Use of Reasonable Force

This is in line with the DFE Guidance on the use of reasonable force in schools 2013.

- Who can use reasonable force?
 - All members of school staff have a legal power to use reasonable force.
 - This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers.
- When can reasonable force be used?
 - Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
 - In a school, force is used for two main purposes – to control pupils or to restrain them.
 - The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
 - The following list is not exhaustive but provides some examples of situations where reasonable force can be used.
- Schools can use reasonable force to:
 - 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 behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
 - to restrain a pupil at risk of harming themselves through physical outbursts.
- Recording and informing parents:
 - Any time when reasonable force has been used should be recorded on the appropriate incident form.
 - Parents must be informed.

APPENDICES:

Appendix A – Bullying and Prejudice/Hate Incidents

Any incidents involving bullying, racial or prejudicial harassment are not tolerated in school and all staff have responsibility to report to the headteacher any incidents. Incidents are recorded on a Bullying and Prejudice/Hate Incidents Form (BPHI Form). These are kept in the school office.

Circle time discussions are used to develop pupils' racial awareness to prevent racial discrimination. Parents are involved when necessary i.e. child's behaviour has shown no improvement following intervention.

Appendix B – Anti-Bullying policy

All staff are provided with a copy of the policy and rules are displayed throughout the school. A copy is kept in the staff room and a summary included in the school prospectus.

Monitoring

In the light of this policy the behaviour of pupils will be monitored throughout the school through observation and in consultation with the headteacher and other staff. After 12 months the policy will be evaluated through consultation with all concerned eg governors, staff and children. Any agreed changes to this policy will then be incorporated as necessary.



ANTI – BULLYING POLICY

Policy Statement

Governors, staff, parents/carers and pupils at Buckfastleigh Primary School are firmly opposed to all forms of bullying. Each pupil has a right to enjoy an education free from fear and distress. All members of the school are expected to treat each other with consideration and respect. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The school will react firmly and promptly to cases of bullying.

Aims of the policy

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Rationale

Bullying is behaviour which:

- deliberately makes another person feel uncomfortable, distressed or threatened
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include racist, sexist or homophobic behaviour

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist or homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber-bullying (using social networks, texts etc to spread rumours or to make hurtful remarks)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils must be encouraged to report bullying...

Schools' teaching and support staff must be constantly alert to the signs of bullying and act promptly and firmly against it. Buckfastleigh Primary School works to combat bullying by involving pupils in:

- class discussions, PSHE programmes and assemblies
- displays of appropriate work

Raising awareness in staff, parents and governors through:

- awareness-raising sessions for teaching and non-teaching staff
- working with teachers from previous settings
- school prospectus and other publications to parents/carers

Implementation

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the headteacher.
- The headteacher will interview all concerned and will record the incident
- Class teachers will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with their teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

Recognising likely victims

Staff need to be proactive in observing pupils who could be vulnerable. These children could include those who:

- are new to a class or our school
- are different in appearance, speech, or background from their peers
- have low self-esteem
- demonstrate "entertaining" reactions when bullied
- are nervous or anxious Some potential victims are identifiable as individuals; some are identifiable as members of a group. Examples of these groups might include racial background, social status, gender, intelligence.

Possible signs of a child who is being bullied:

- Being frightened of walking to or from school
- Being unwilling to go to school

- Changing their route to school
- Beginning to do poorly in their school work / attainment at school dropping.
- Going home regularly with books/clothes damaged
- Erratic attendance
- Being unwilling to go out to play
- Going home hungry (packed lunch/money was taken)
- Becoming withdrawn
- Becoming easily distressed
- Eating less or in a very different way

The following disciplinary steps will be taken:

- official warnings to cease offending
- loss of playtime
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Full procedure for staff

Dealing with Bullying

If bullying is reported to you by a child, you should:

- Take action that day.
- Note down all the details. Be sure that what the witness has seen is correct, and if possible, find out if other children have seen what is happening. Remain calm when investigating the incident. Reacting emotionally can add to the fun of the child bullying and give them control of the situation.
- Speak to the child who is being bullied. Write down everything that they say. Establish whether it is bullying (i.e. persistent or deliberate attempt to hurt or humiliate) and find out for how long it has been happening.
- Ask the child if they would feel comfortable if they met with the person who has been bullying. If they do, then bring the children together, so that the child bullying can be made fully aware of the feelings of the victim. If the victim does not want to meet the perpetrator, then speak to them on your own, and outline all of the details that have been passed on to you. This must be done in a calm but firm manner, explaining the effect on the other child and telling them how worried you are about the victim. The child bullying needs to be fully aware of the impact of their actions.
- Report the incident to the Headteacher
- Contact parents of the victim: teachers should contact the parents of the victim first. Invite them to school and explain what you have been informed of. Reassure them that their child will be looked after and that the school will not tolerate bullying. Tell parents that the parents/carers of the child bullying are being contacted, and that they will be made fully aware of all that is happening.

- Offer advice and support to parents and that if for example, it is happening in the playground and the child is worried about being out there, that the child who is bullying will be removed from the playground if necessary, for some lunchtime sessions. (They can complete a reflection sheet or write a letter of apology to the victim – they must be supervised in school.) If it is happening at the end of the school day/on the way home, then the parents of the child bullying will have to come and accompany them home.
- Note down key discussion points from the meeting.
- Inform parents that you will contact them again to follow up the situation. Call them a few days or a week later, to check how the victim is feeling.
- Contact parents of the child bullying: teachers should contact this child's parents/carers straight after contacting the victim's parents. Parents should be invited to school for a meeting. This meeting should be conducted with the Head/Deputy present. It may also be appropriate for the child bullying to be present at the meeting with parents.
- Explain fully the situation and if necessary, show them your notes from meetings with witnesses, to demonstrate that this is not a one-off event.
- Explain that staff have already spoken to their child, to get a full account of what is happening, and to give them the opportunity to give their side of the story. This has also been done to explain to the child bullying the impact of the actions on the victim. Let them know that the victim's parents have also been contacted.
- Explain any punitive measures, such as removing the child from the playground on a short-term basis, so that they can see that the school is being proactive about the situation. Also explain that their child will be given the opportunity to apologise to the victim.
- It would be positive if the child bullying could talk to their parents, and have the opportunity to explain their feelings about the situation, and what they could have done to prevent it happening initially.
- Explain that the incident is being recorded on a CPOMS (Online Incident Reporting and Monitoring System) as is normal procedure at Buckfastleigh Primary School. Solicit their support for mechanisms to help their child if necessary.
- Offer to contact the parents in the future, to find out how the child is, and to show that we care about all children at Buckfastleigh Primary School.
- Complete CPOMS (Online Incident Reporting and Monitoring System). Closely monitor the situation involving the children concerned, and inform other adults who work with the children and lunch-time supervisors, so that as many people as possible can ensure that there are no repeat incidents.

Responding to groups:

It is important to know something of the dynamics of the group before you act. Tackle each group member individually and find out exactly what is happening and their feelings about the situation or about other people involved. Get each person to take responsibility for his/her actions. It is particularly important to identify the ring leader. If, as a result of these meetings, it is established that bullying is happening, then the same procedures should be followed as above in dealing with the victim and perpetrators of bullying behaviour.

Prevention is better than cure

- Ensure that anti-bullying remains a high profile area of concern for children. We want Buckfastleigh Primary School to be a 'telling school', where children feel relaxed and secure about coming forward to tell others about bullying.

- The ethos of the school should promote positive behaviour towards everyone.
- Remind children that if they have problems they should talk to someone, either at home or at school.
- Communicate with other staff: ensure that lunchtime staff, PPA teachers, TAs and other adults who work with any children involved in bullying situations are aware, so that they can monitor behaviour and the relationships between children at school. The more people that know, the more we can care for each other and the less likely it is that such situations will arise again.
- Ensure that PSHE work includes regular examples of work to boost children's self-esteem, value the differences of others, work cooperatively on tasks and understand the feelings of others in different situations.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Implemented	Headteacher Signature	Chair of Governors Signature
April 2018	Jan Hillman	Beverley Garland
Updated October 2019	Eddie Brown	Malcolm Cowper