



- Building the Foundations for Lifelong Learning -

Policies

Bowsland Green School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her full potential.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually.

The school will establish an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet our objectives Bowsland Green School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Whole School Policy on Attendance

Aims

1. To improve the overall percentage attendance of pupils at school we will
 - Apply whole school attendance policy consistently
 - Establish and maintain a high profile for attendance and punctuality
 - Relate attendance issues directly to the school's values and ethos
 - Monitor progress in attendance measurable outcomes

2. To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors we will
 - Use the school prospectus to promote our attendance procedures
 - Keep the whole school community informed of attendance issues through regular newsletter items including weekly class attendances and the annual attendance target and progress towards it
 - Introduce award systems including termly certificates, weekly award (Dilbert), end of year attendance cup for best class and treat for those with the highest attendance
 - Appoint an attendance Governor who is kept up to date through regular feedback from the Headteacher

3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks we will
 - Maintain unambiguous procedures for registration
 - Make phone contact on first day of absence
 - Ensure clearly defined late registration procedures
 - Designate the Headteacher as attendance co-ordinator
 - Review attendance termly
 - Be familiar with the Educational Welfare Officers' referral and recording system

4. To provide support, advice and guidance to parents and pupils we will
 - Highlight attendance in:
 - Assemblies
 - Newsletters



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- Staff available to talk to pupils
- Breakfast Club
- Involve parents from earliest stage

- Seek to understand personal attendance issues when communicating with parents

- 5. To provide consistent information for individual parents about attendance and punctuality that needs improvement we will
 - Identify patterns of irregular attendance and lateness
 - Inform parents on a termly basis by letter of attendance under 90%
 - Inform parents on a termly basis by letter of consistent lateness
 - Inform parents on a termly basis by letter of broken weeks that are causing concern
 - Encourage parents into school to discuss support that we can offer

- Share information about Education Welfare involvement with persistent poor attenders
- Refer poor attenders (below 85%) to the Education Welfare Service for support

- 6. To limit parental requests for leave of absence for their children in term time we will
 - Follow the Local Authority guidelines which are:
 - Parents are strongly urged not to take family holidays during term time
 - Requests for leave will not be authorised in Term 1 (September/October) when children are settling into the new academic year or in Term 5 (April/May) when national assessments are taking place for all year groups
 - Leave will not be authorised for our winter assessment week, usually in February. We will publish these dates in advance in the newsletter.
 - Up to 10 days leave may be authorised within an academic year provided there is no other concern about the child's attendance. At Bowsland Green the Headteacher and Governors have determined that leave will only be considered for those children whose attendance is 93% or above in the previous year and for whom broken weeks are not causing concern.
 - Parents requesting leave must do so in writing in advance, preferably at least 4 weeks prior to departure. The parent must include specific reasons why the leave is requested during term time.
 - Any unauthorised leave in term time of more than 10 sessions (5 days) in one term may result in a Penalty Notice being issued. The notice is a fine of £50 - £100 per parent, per child. At Bowsland Green we would see a fine as very much a last resort if all other means of communication had broken down.

Policy adopted: November 2007 to be fully operational from September 2008
Policy review: November 2009



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Bowsland Green Whole School Anti-Bullying Policy

Mission Statement

Bowsland Green School is a caring community where we encourage every child and adult to value and respect the feelings of others. **Bullying is regarded as totally unacceptable throughout the school.**

The school will strive, through its ethos and Personal, Social, Health and Emotional education, to prevent any instances of bullying before they occur by discussing the subject freely and openly. However, whenever a group of people are together there may be instances of bullying behaviour. The school will operate a clear procedure so that such instances can be reported and dealt with effectively i.e. to help those being bullied as well as the child who is doing the bullying.

To meet our objectives Bowsland Green School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Definition of Bullying

At Bowsland Green we define bullying in the following way:

Deliberate and hurtful behaviour repeated over a period of time that is difficult to defend against. This behaviour can be categorised in three main ways:

1. Physical- e.g. hitting, kicking, taking belongings
2. Verbal- e.g. name calling, offensive remarks, spreading rumours, threats
3. Emotional- e.g. humiliation, exclusion from social groups or activities, sending malicious text messages or e-mails

Specific incidents of bullying include racist, homophobic, related to sex or gender or bullying on account of a child's special educational needs or disabilities.

Aims

7. **To minimise incidents of bullying behaviour by pupils at school** we will
 - Apply whole school anti-bullying policy consistently
 - Involve pupils in developing anti-bullying strategies
 - Establish and maintain a high profile for anti-bullying
 - Relate bullying issues directly to the school's values, ethos and behaviour policy
 - Monitor incidents of bullying
8. **To make anti-bullying a priority for all those associated with the school including pupils, parents, teachers and governors** we will
 - Designate responsibility for dealing with bullying behaviour to the Headteacher
 - Send a copy of the policy home during anti-bullying week each year
 - Use the school prospectus to promote our anti-bullying procedures
 - Keep the whole school community informed of bullying issues through newsletter items
9. **To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks** we will
 - Maintain unambiguous procedures for dealing with bullying which the whole school community are aware of (see below)
 - Make immediate contact with parents if bullying behaviour is reported



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10. To provide support, advice and guidance to parents and pupils we will

- Highlight anti-bullying in:
 - Assemblies
 - Newsletters
 - Annual anti-bullying week
 - Open discussion of the issue in PSHE lessons- circle times and SEAL programme
 - Staff being available to talk to pupils/parents
- Involve parents from earliest stage
- Seek to understand personal issues when communicating with parents

11. To provide consistent information for individual parents about behaviour that needs improvement we will

- Identify patterns of bullying behaviour
- Encourage parents into school to discuss support that we can offer
- Keep parents informed of progress
- Share information about support/sanctions if bullying behaviour persists
- Refer to the Behaviour Support service for strategy advice and support

Procedure for Dealing With Bullying Behaviour

1. TELL!

If you are a pupil, member of staff or parent and detect bullying behaviour, within the terms of the definition above, please report it directly to any member of staff or indirectly through the pupil or parent suggestion box in the main entrance. Signs that a child may be being bullied are:

- Coming home with cuts and bruises
- Torn clothing, 'losing' possessions/dinner money
- Repeatedly complaining of minor illnesses to avoid going to school
- Change of mood/behaviour- aggressive, moody, withdrawn, anxious, not sleeping

2. INVESTIGATION

Once bullying behaviour has been reported, it will be investigated by the Head teacher and class teacher **in confidence**. Evidence will be gathered on who is involved, how often the bullying occurred, where and what happened and will be recorded in writing. If bullying is found or genuinely suspected, again within the terms of our definition, then parents of both the bully and bullied child/ren will be contacted immediately.

3. INTERVENTION

Plans will be put in place to support the bullied child/ren and to change the behaviour of the bully and will involve children, staff and parents taking action. At this time, a reminder will be given to the bully that bullying is considered unacceptable at Bowsland Green and will not be tolerated. Continued bullying behaviour could lead to referral to the Behaviour Support team or fixed-term exclusion.

4. FOLLOW-UP

The plans for both the bullied child/ren and the bully will be monitored by the Head teacher and after two weeks of implementation parents will be contacted to ensure the situation has been resolved to their satisfaction. Research shows that bullying can be very persistent and



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may recur, so there will also be a follow-up with parents in the following term and the behaviour of the bully will be carefully monitored in the future.

Policy adopted: March 2008

Policy review: March 2010

Anti-Bullying Advice for Parents

What to do if you think your child is being bullied:

If you suspect your child is being bullied talk to them and try to find out what has been happening at school.

- Talk over with your child about his/her experience of bullying
- Record what your child says- who is involved, how often the bullying occurred, where and what happened. Your child may wish to keep a diary of the bullying incidents.
- Reassure your child that he/she has done the right thing in telling you and encourage them to tell his/her teacher
- Make an appointment to see your child's teacher or the Head teacher.
- Explain calmly to the teacher about your child's experience (they may not be aware of the situation)
- Be specific about what your child has said- share written evidence.
- Record what action the school intends to take.
- Ask what you can do to help.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

Further action to take if you are not satisfied:

- Ask to see the school policy on anti-bullying
- Discuss your concerns with a parent governor
- Make an appointment with the Head teacher

If still not satisfied:

- Write to the Chair of Governors, care of the school, explaining your concerns and what you would like to see happening.
- Contact local or national support groups for further information.

What to do if your child is bullying other children:

Children sometimes bully others because they don't know its wrong; they are copying older brothers or sisters or other people in the family whom they admire; they haven't learnt other, better ways of mixing with their school friends; their friends encourage them to bully; they are going through a difficult time and are acting out aggressive feelings.

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.



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- Make an appointment to see your child's class teacher or Head teacher; explain the problems your child is experiencing and discuss how you and the school can stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is kind to other children

Source: Bullying don't suffer in silence DfEE, 2002



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Whole School Policy on Behaviour for Learning

Mission Statement

Bowsland Green School seeks to ensure that all pupils receive an education which maximises opportunities for each child to realise his/her full potential. Physical, emotional or verbal abuse will therefore not be tolerated.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels respected and secure. All school staff will work with pupils and their families to ensure that there is clear understanding that behaviour has an impact on optimal learning, both for individual children and those around them, and that responsibility must be taken for actions.

The school will establish an effective system of rewards and sanctions which acknowledges the efforts of children to behave and learn well, encourages improvement in behaviour when optimal learning is at risk and will challenge the perceptions of those pupils and parents who give low priority to behaviour for learning.

To meet our objectives Bowsland Green School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Aims

- 1. To improve the behaviour for learning of pupils at school we will**
 - Apply whole school behaviour for learning policy consistently
 - Establish and maintain a high profile for behaviour for learning
 - Relate behaviour issues directly to the school's values and ethos
 - Monitor progress in behaviour measurable outcomes

- 2. To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors we will**
 - Appoint a member of the Senior Leadership Team to lead improvement work and monitor progress -currently it is Miss Fairweather
 - Ask children to create and sign up to class rules at the beginning of the academic year which are directly related to the school's Golden Rules and then shared in a whole school assembly
 - Send a copy of the behaviour policy home at the beginning of each academic year
 - Use the school prospectus to promote our behaviour for learning procedures
 - Keep the whole school community informed of behaviour issues in termly newsletter items
 - Keep Governors up to date through regular feedback from the Headteacher

- 3. To develop a framework which defines expected behaviour for learning and promotes consistency in applying rewards and sanctions we will**
 - Have clear 'Golden Rules' that are displayed throughout the school, which are:



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- Be kind, considerate and polite
- Everyone listens to each other
- Respect each other and each others property

- Be responsible for your own actions and decisions
- Be truthful
- Have clear and agreed sanctions and rewards with the use of the 'Good to be Green' system by all staff.

A behaviour chart is displayed in each classroom with children's names (KS2) or photograph (KS1 and Reception) placed at the start of the day on 'Green'. Breaking any of the Golden Rules that results in disruption to learning either for an individual or others around him/her will result in the following consequences:

For Reception and KS1 (5 Steps)

- Remind child of the rule
- Move to another part of class or area for thinking time
- Loss of play time
- Move to another class or Key Stage
- Refer child to Headteacher with referral form which will be kept in behaviour log. Letter home at Headteacher's discretion.

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For KS2 (3 Steps)

- Reminder that rule has been broken (yellow card)
- Moved to another class for 10 minutes thinking time (red card)
- Refer child to Headteacher with referral form which will be kept in behaviour log. Letter home at Headteacher's discretion (2nd red card)
- Children's photos/names will be moved onto the next step of the chart when a sanction is given.

- **Rewards are as follows:**

- Verbal praise
- Stickers and merit certificates for Reception and KS1
- 'Bowsland Bucks' for KS2- saved up to buy merchandise from the Buck Shop
- Golden leaves and star awards given in celebration assembly each week
- House points for all ages with extra play on Friday for winning 'house of the week'



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- Privilege card awarded each day in every class for exemplary behaviour- choice of reward from list displayed in class e.g. walking Megan, extra play
- Golden Time- linked to 'Good to be Green'. Each child who remains on 'green' all week automatically has golden time awarded -20 minutes activity free choice on Fridays. (Those children who have incurred sanctions during the week will lose some or all of Golden Time)

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include a fixed-term exclusion.

4. To provide support, advice and guidance to pupils and parents we will

- As a whole staff act as positive role models for behaviour for learning
- Highlight behaviour in:
 - Assemblies
 - Newsletters
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
 - A termly Headteacher assembly focused on one of the Golden Rules where children are encouraged to 'tell a good tale' about when they or others have used the rule successfully. A class assembly will then be held to follow-up the rule
 - Lessons- in PSMHE through the use of the SEAL programme, circle times and 'Good to be Green' discussions
 - Staff being available to talk to pupils
- Offer 1-1 support and/or behaviour contracts for those children who regularly move off the 'Good to be Green' chart and who are deemed to be putting their learning seriously 'at risk'
- Involve parents from the earliest stage
- Seek to understand personal behaviour and emotional issues when communicating with parents

5. To provide consistent information for individual parents about behaviour that needs improvement we will

- Identify patterns of negative behaviour that are affecting learning
- Encourage parents into school to discuss the support we can offer
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through home/school diary or letter



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- Share information about Behaviour Support involvement if negative behaviour persists
- Refer to the Behaviour Support service for strategy advice and support

Policy Adopted March 2008

Policy Review March 2010