

**The Dove Federation of Schools
(Caston CE VA & Parker's CE VC
Primary Schools)**

Positive Behaviour Policy



Author: Sarah Disney [Executive Head Teacher]

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Introduction:

The policy principally relates to the pupils within our school but it is important to recognise that the principles set out here relate to the positive relationships and behaviour of **all**; this includes amongst staff – as they set the *Dove Standard*.

As a Church school we provide a Christian environment to overcome all issues that may arise with compassion, positivity, thoughtfulness, fairness, respect, politeness and hope.

This policy is based on values that the children show when they are positive in their relationships with others.

All the values included have come from discussions between children, staff, Governors and parents on the values that are important to the children. They are applied to appropriate ways of dealing with any issues.

Values:

All parts of our school community contributed in putting together the six core values of our federation. These should be seen across the schools in the way in which the whole community treats one another and in how pupils and adults model these in their daily lives.

Our values are:

- **Respect**
- **Beauty**
- **Trust**
- **Community**
- **Love**
- **Friendship**

Aims, Expectations and Principles:

It is a primary aim of our school that every member of the school community feels happy, valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The aim of this policy is to promote good choices which lead to effective relationships so that everyone can support and respect each other, work together and learn well. We aim to help our pupils become positive, responsible and increasingly independent members of the school community. We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than simply deter poor or anti-social behaviour.

We promote this through:

- Fostering a sense of community and togetherness
- Providing a warm, caring and supportive climate
- Involving the whole school community in establishing rules and expectations
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations for all

Central to this policy is 'choice'. We refer to 'good choices' (which lead to good consequences) and choices which are negative (which lead to negative consequences, based around the agreed system of warnings). There are two key reasons for using the language of 'choice':

- It promotes self-management of behaviour and enables some reflection of what behaviour choices exist/ed. It is intended that pupils will see that there are always different behavioural options.
- It avoids labelling pupils. Instead, we refer to choices we all make and that we should always try to make the right choice. When children have made the wrong choice it is important that we spend time with the child/ren thinking about why they made that decision, why it wasn't the right choice (impact on them and potentially others) and how they can ensure that they make the right choice in the future).

Praise is key to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. Throughout the school, all stakeholders (staff, pupils, parents, governors and visitors) should aim to 'catch' and praise good behaviour. It is important to maintain this as it is easy for pupils who consistently make good choices to become 'invisible'.

Roles, Rights and Responsibilities:

Pupils:

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the four simple school rules to avoid bad choices:

1. We will be healthy and safe
2. We treat others, objects and places with respect
3. We always try our best in our work
4. We use kind hands, feet and words

Class Teacher:

- All staff must have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. This will be done using class house points. With these principles in mind, specific responsibilities of the class teacher are to:
- Praise children on an individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- Follow our reward systems, making explicit why: always state what rule has been followed
- Display the classroom rules and positive zone board of green, silver and gold
- Be consistent with all consequences
- Treat each child fairly, with respect and understanding
- Apply these principles, roles and responsibilities with their own class and around the school including the main hall during Collective Worship
- Be a positive role model by demonstrating positive relationships with everyone in school

- Keep a record of how many class House points children have achieved and when they have earned enough points to earn a class reward which is decided as a class (house points to be counted in class before they are placed in whole school house point jars. To determine how many points are needed before a reward is given (each child in the class needs 10 points e.g. class of 30 will need 300 points, class of 12 will need 120 points. Each child doesn't need to have collected 10 but as a group they need to have collected their total number)
- Keep a record of when children have not followed the school rules and the consequence of this
- Where children have made negative choices on a regular basis that have required a loss of break and lunch times parents will need to be informed of what has happened to lead to this action- During Covid-19 this could be via an email or telephone communication.
- Having followed regular agreed procedures and consequences, seek help and advice from colleagues, for example, other Class Teachers or the Senior Leadership House
- Liaise with external agencies as necessary to support and guide the progress of each pupil, for example, a social worker or the Behaviour Support Service
- Report to parents about the pupil's social and emotional aspects of school life, including behaviour and relationships – keeping individual home/school logs where appropriate
- Seek advice from the Senior Leaders and plan interventions as appropriate. Share any behavioural issues with the Senior Leaders. They will then speak to the SENCO, if required.

Support Staff:

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Head teacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in acknowledging pupils behaving well and verbalising how well a pupil has behaved. Consistency across all staff is expected.

Head teacher:

In addition to the above, it is the responsibility of the Head teacher to:

- Support the staff in implementing the policy, including the above objectives, and by setting the standards of behaviour
- Implementing this policy consistently throughout the Federation from Reception to Year 6, and to report to governors, when requested, on its effectiveness
- Ensure the health, safety and welfare of all pupils in the school
- Maintain records of all reported serious incidents of misbehaviour
- Issue fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

Parents:

The school works collaboratively with parents so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents of negative and positive behaviours using regular email and phone communications and the awarding of house points and silver and gold awards.

We expect parents to:

- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If the concern is still unresolved parents should contact the Head Teacher. If these discussions do not resolve the issue, parents should follow the complaints procedure set out in the school prospectus.

Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement this 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 regarding behaviour.

Rewards and Positive Consequences for individuals:

- As mentioned above, all adults praise pupils for good behaviour. This is done in a variety of ways:
- Verbal praise will include frequent use of encouraging language and gestures, both in lessons and around school.
- Stickers and stamps
- Showing and telling good news to each other and about each other
- Earning House points and silver and gold awards. when they have earned enough points to earn a class reward which is decided as a class (house points to be counted in class before they are placed in whole school house point jars. To determine how many points are needed before a reward is given (each child in the class needs 10 points e.g. class of 30 will need 300 points, class of 12 will need 120 points)
- Certificates in achievement assembly
- Displaying work around the school and through celebration assemblies for parents and the community and to publicly celebrate the good choices pupils have made in school in relation to the four school rules, this could include examples of good work they have been producing.
- Earning gold and silver on the schools behaviour board.

It is also important is to celebrate achievements out of school in order to promote a wider range of interests and recognise pupils wider talents. Sweets are rarely used as rewards. As a Healthy School we prefer to reward in other ways.

Rewards and Positive Consequences for Houses:

When children join either Caston CE VA or Parkers CE VC primary Schools, they will become a member of a 'House'. The four houses are called;

Caston	Parkers
Red - Bisheybarneybees	Red
Green - Erriwiggles	Green
Yellow - Hins	Yellow
Blue - Polywiggles	Blue

Children can also achieve house points individually for:

- Being in the gold zone every day for a week (Pupils to collect these ready for Celebration assembly)
- Being 'caught' making a positive contribution
- Committing to extra responsibilities throughout school, e.g. young librarians, young leaders, lunch time support, Gardeners, Buddies
- Supporting peers in class and around the school.
- Actively contributing to class 'Learning Wall's through sharing work or asking questions.

Parents will be made aware of the House Point System and will be issued with an information booklet when their child starts school. (See Appendix)

Sanctions and Negative Consequences:

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident.

The Act allows for teachers and other school staff to discipline pupils. In our school these adults are defined as:

- All teachers
- Other staff in charge of pupils such as Teaching Assistants and Higher Level Teaching Assistants and Midday Supervisors
- Adult volunteers who may come into school on a regular basis or on a temporary arrangement, such as a school visit or whilst providing extra support during activities inside school

The Act clearly allows school staff, including the adults mentioned above, to have statutory authority to punish pupils:

- whose behaviour is unacceptable

- who break school rules
- who fail to follow a reasonable instruction

Staff in the Dove Federation clearly and consistently employ a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy relationships can flourish.

We have just four school rules. These are:

1. We will be healthy and safe
2. We treat others, objects and places with respect
3. We always try our best in our work
4. We use kind hands, feet and words

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices by the class teacher
2. Loss of break times and lunch times (children will still go outside so that they can get fresh air but they will need to stay with a nominated adult until they have completed the time they are missing). Child's name is removed from the zone board until they have carried out their consequence. It is then reinstated on the board.
3. Head of School or Executive Head Teacher (if on the premises) informed of behaviour to offer support if appropriate, this will be logged on a Pupil Behaviour Record (This could be time spent out of class or support in class if more appropriate)
4. Head of School/Executive Head Teacher sees pupil and gives verbal warning
5. Pupil sees the Head teacher and parents are informed through a phone call or virtual meeting.
6. An internal exclusion may be given for a fixed time period if the behaviour is significant or is repeat of previous behaviours.
7. A pupil may be excluded for a fixed period of time for serious behaviour incidents
8. There may be occasions where permanent exclusions are considered.

Serious misbehaviour, for example, being disrespectful to staff, or fighting is very rare. However, such behaviour would mean warnings start automatically at 3 on the above list. Parents may be informed earlier if there is a pattern of warnings or consistent warnings are being used. We contact parents so that a consistent message can be given to the pupil from both home and school.

We recognise that there are occasionally overriding circumstances that may require a pupil to have an individual behaviour plan which may have differing rewards and sanctions to meet the child's needs. Where these are required this will always be done in collaboration with parents and the pupil.

The Federation expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task.

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity/lesson and prevent the child from taking part for the remainder of the lesson.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Appendix)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not physically chastise or push children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All staff who require it as part of their role receive training in the correct use of restraint. This training is updated at the required interval.

Confiscation:

The Act allows for schools to confiscate property as a punishment. The recognised adults have the authority to confiscate a pupil's belongings but this must be applied reasonably. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress. Therefore, the following procedures should be followed when using this punishment.

- Children are informed that their property will be confiscated and why, for example, distraction to learning, or posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day.
- In Year 5 and 6, parents may give consent for a child to bring a mobile phone to school if the child walks to school alone. If the phone is not then handed into office, the teacher will confiscate the phone and send it to the School Office.
 - Pupils found with items of food containing nuts, will have these removed for the safety of others in the school. They can be collected at the end of the day by a parent/carer

Items which the pupils should not have in their possession, for example, knives, lighters or laser pens, if confiscated, must only be returned to parents.

Fixed-term and permanent exclusions:

Fixed-term and permanent exclusions will always remain the most serious sanction in the school. These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

Only the [Executive] Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The

Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher informs the parents that they can, if they wish, appeal against the decision to the governing body.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring:

The Head Teacher monitors the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warning system. A record of any serious incidents that occur at break or lunchtimes is also kept. The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. Racial incidents must be reported to the LA; homophobic incidents are also recorded.

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

Equal Opportunities:

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Review:

This policy will be reviewed every year as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

Appendices:

Appendix 1: The Language of Choice

Step 1 – Statement of reality (tell them what you see)

'Ricky, you're climbing over the fence.'

Never ask a child why they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop.

After hearing, you use a statement of reality, most children will quickly do something to change the behaviour without having to move further down the script. Remember you have to give them 'take-up time' to do this rather than stand over them which, again, can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 – Describe the behaviour you want to see, ending the statement with a 'thank you'

'Ricky, you need to collect the ball by using the gate – thank you.'

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

(Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.)

Step 3 – Statement of choice

If they still do not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out, and you must deliver consequences or the child will learn that you do not follow threats through.

'Ricky, if you choose to continue to climb over the fence then you'll lose five minutes off your lunchtime. It's your choice.'

Although it's easier said than done, you must remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, the child will pick up on your tone and may well be aggressive back which will make the situation worse.

If, after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Children love to be praised, even though they may not show it.

'Well done Ricky, you made the right choice.'

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, follow through with the consequences you stated.

Don't give in to protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say, for example, *'In our school, we will be safe'*, which reminds them of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 2: The Behaviour Consequences Grid

	Behaviour/ Consequence	Loss 5 minutes of break/ lunch	Loss of 10 minutes of break/ lunch	Loss of 15 minutes of break/ lunch	Loss of all of lunch time	Internal exclusion occurrence (only EH or HOS) can make the decision. If this has happened repeatedly the EH may consider a fixed term exclusion
Level One Behaviours	Low level disruption					
	Work avoidance					
	Time wasting					
	Constant negative learning behaviours (swinging on chairs etc)					
Level Two Behaviours	Being disrespectful e.g. back chatting					
	Verbally abusive e.g. name calling					
	Constant calling out					
	Refusing to follow instructions					
Level Three Behaviours	Leaving without permission					
	Hurting other people deliberately as an isolated incident (this includes punching, hitting, kicking and biting).					
	Spitting at other people deliberately as an isolated incident.					

	Verbally abusive e.g. swearing as an isolated incident.						
	Throwing objects as an isolated/ one off occurrence						
Level Four Behaviours	Homophobic, racial and/or gender comments that have been made in the knowledge of offending others						
	Verbally abusive e.g. swearing on more than one occasion						
	Spitting at other people deliberately on more than one occasion						
	Throwing objects deliberately on more than one occasion						
	Hurting other pupils or adults deliberately on more than one occasion (this includes punching, hitting, kicking and biting).						
Level Five Behaviours	Bullying						

Level One Behaviours

1. A reminder about behaviour and choices by the class teacher. If behaviour persists pupils will lose 5 minutes of their break/lunch. They will stay with an adult outside.

Level Two Behaviours

1. A reminder about behaviour and choices by the class teacher. If behaviour persists pupils will lose 10 or 15 minutes of their break/lunch. They will stay with an adult outside.
2. If behaviour is consistent and pupils continue to repeat the same behaviours the pupil may be sent to the head of school to discuss why they are behaving in this way and how we can help them to improve their behaviour.
3. If the pupils behaviour continues despite intervention from the head of school the head of school and class teacher may request a meeting with the parents/carers.

4. An individual behaviour plan may be considered following a meeting with parents and carers.

Level Three Behaviours

1. They will lose all of their lunch break outside. They will stay with an adult outside.
2. If behaviour is consistent and pupils continue to repeat the same behaviours they will be sent to the head of school/executive head teacher who may decide to internal exclude the pupil so that they are working in an area outside of their classroom.
3. If the pupils behaviour continues despite intervention from the head of school the head of school and class teacher may request a meeting with the parents/carers.
4. An individual behaviour plan may be considered following a meeting with parents and carers.

Level Four Behaviours

1. If behaviour is consistent and pupils continue to repeat the same behaviours the pupil may be sent to the head of school to discuss why they are behaving in this way and how we can help them to improve their behaviour.
2. The head of school may decide to internal exclude the pupil so that they are working in an area outside of their classroom.
3. The head of school or class teacher will inform the parents of the behaviours and may request a meeting with the parents/carers.
4. An individual behaviour plan may be considered following a meeting with parents and carers.
5. If the behaviour is extreme and has the potential to significantly harm another pupil/adult or themselves then they may be excluded by the executive Headteacher. They may also be excluded if there is a pattern of them behaving in this way. This may include exclusions at lunch times or break times.

Level Five Behaviours

1. If behaviour is consistent and pupils continue to repeat the same behaviours the pupil may be sent to the head of school to discuss why they are behaving in this way and how we can help them to improve their behaviour.
2. The head of school may decide to internal exclude the pupil so that they are working in an area outside of their classroom.
3. The head of school or class teacher will inform the parents of the behaviours and may request a meeting with the parents/carers.
4. An individual behaviour plan may be considered following a meeting with parents and carers.
5. If the behaviour is extreme and has the potential to significantly harm another pupil/adult or themselves then they may be excluded by the executive Headteacher. They may also be excluded if there is a pattern of them behaving in this way. This may include exclusions at lunch times or break times.

Appendix 1: Anti-Bullying Information

Bullying can happen in any school. Within the Dove Federation it is uncommon. We have the following principles and roles in place to ensure that bullying is quickly stopped.

We are mindful that with all learning that takes place with children there is an ability range. We readily accept that some children are better at maths etc. and we must also accept that some children have better developed social and emotional skills. Therefore we recognise that those children with lesser developed social skills will need greater time and support. This can be frustrating for all involved, including parents. It is important to remember that one of the key roles of the school and parents is to help all children to learn and promote good choices.

Definition:

Bullying is actions that are meant to be hurtful and which can happen on a regular basis. Bullying is when someone deliberately hurts (physical or emotional) someone else on a regular basis it is not a one off occurrence. Bullying can be direct (physical or verbal) or indirect (being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously by the school.

Aims and objectives:

Our schools are safe and secure environments where everyone can learn without anxiety. Bullying is wrong and damages children’s social and/or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of children:

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent/carer) if they are being bullied, or if they think they might be, they must keep letting people know
- Pupils should tell us their honest views about school in regular feedback e.g., Circle Time sessions; School Council meetings, informal conversations with their teachers or other staff. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff

- All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable within the Federation. Teachers and Teaching Assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the Senior Leadership house is informed) or refer it to the Head Teacher or the Head of School directly.
- Adults fully support the child being bullied. Time is spent with the child to restore the child’s confidence and happiness. This will usually be by the Class Teacher [or other adult attached to their class], but other adults will monitor and restore the

child's well-being through checks and other 'signs' that they are being looked after and safe. The child's parent/carers will be consulted.

- We also aim to stop the problem; for the child who has bullied, the 'warnings'/consequences are put in place. Other actions may be relevant, for example, a Pastoral Support Plan, or even a possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his/her actions and demonstrating why these actions are unacceptable. This could be the Class Teacher, but all adults should be vigilant and mindful at all times.
- There should be a regular SEMH activity. These sessions should focus around bullying and how people can stop bullying if there are any signs of someone being bullied in school.
- The principles set out in this policy and in the school's Values should be followed by all in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

The role of the Head Teacher and senior leaders:

- The Senior Leadership House ensure all principles and roles set out are implemented.
- The Senior Leadership House follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable within The Dove Federation of Schools. Collective Worship will be used where appropriate, to communicate this to the whole school.
- The Head Teacher keeps a record of bullying, including any homophobic bullying.
- The Head Teacher reports to the Governing Body about the effectiveness of the policy.

The role of parents/carers

- Parents/carers have the responsibility of supporting this entire policy on positive relationships, behaviour and the appendices, including Anti-Bullying.
- Parents/carers concerned about bullying should contact their child's class teacher in the first instance, then the Head of School, and finally the Executive Head Teacher. They might be worried that their child is being bullied, but they should also contact the school if they suspect their child may be bullying someone else. If they are dissatisfied with the response they should follow the complaints procedure laid out in the school prospectus.

The role of governors:

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.

- It monitors incidents of bullying and reviews the effectiveness of the policy. It requires the Head of School and the Executive Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

Appendix 2: House Point Information for Parents

House Points: An Explanation for Parents

Across the Dove Federation of Schools, we use a House Point system. Please see below for information about the system, including how House Points can be earned and rewards for being in the leading House.

The House System:

When a child starts at one of the Dove Federation Schools [Parkers or Caston] they will become a member of a 'House'. The four houses are represented by individual colours, which in turn have a title named after local dialect words for insects and animals. They are:

- RED – Bishybarnebees
- BLUE – Erriwiggles
- GREEN – Polywiggles
- YELLOW – Hins

Each house is made up of children from across the school, from Reception to Year 6. Siblings within the school will normally be placed in the same house, so that house events can be completed together. Within the houses, children will take part in a range of events and house activities that accumulate points throughout the year. These might include events such as:

- Autumn term: Creative Craft Day or Art Competition
- Spring Term: Investigation Day or Maths Competitions
- Summer Term: Sports Day

Children can also achieve house points individually for:

- Being in the Gold Zone every day for a week [pupils will collect the numbers of pupils in the Gold Zone to bring to Celebration Assembly]

- Completing class work and/or helping others to do so
- Supporting other pupils around the school
- Contributing to displays in and outside classrooms
- Actively contributing to lessons on a daily basis

House Rewards

Throughout the year, House Point totals will be calculated, and pupils in the leading houses will be able to receive the following rewards:

Weekly:

- Be celebrated in Celebration assembly
- Have their achievements displayed on the House Board
- Have their achievements quoted in School Newsletters

Half termly Awards:

- A non-uniform day
- Extra activities [at staff discretion]

The winning House at the end of the year could...

- Have a Reward Trip
- Or have a special activity in School.