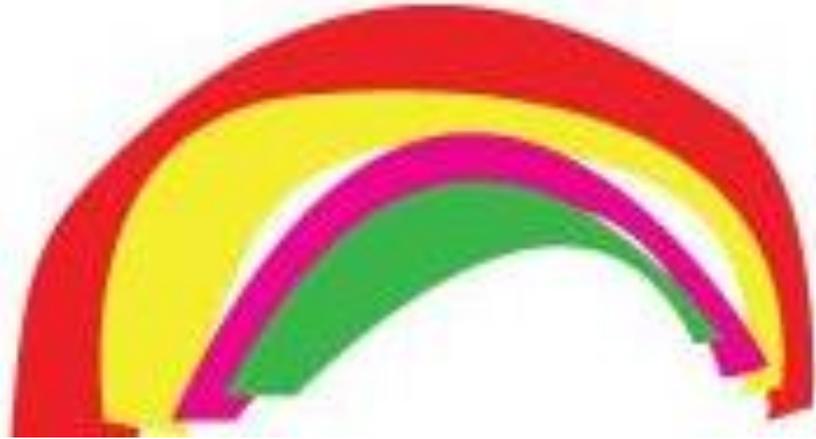


Thomas Coram Centre



**49 Mecklenburgh Square, WC1N 2NY
Head Teacher: Perina Holness**

Personal, Social & Emotional Policy

2019-2020

Introduction

Personal, emotional and social development underpins learning and development in all areas of life and across the curriculum. At TCC we are committed to promoting a positive sense of self for all children in our care. We stress the importance of parents, family and the wider community in this process.

What is Personal, Social and Emotional Development?

Personal, social and emotional development is about understanding who we are and where we fit in. It is about respecting and valuing others as well as ourselves. To do this, children need to develop a sense of self, which includes positive self-esteem and confidence. Personal, social and emotional development includes our relationship with the world around us, and spiritual and moral development.

Personal development is about starting to understand ourselves, and developing a sense of self and independence.

Social development is about starting to understand the people around us, building relationships and learning how to be part of a group. It involves learning about the values and expected behaviour in our communities.

Emotional development is about starting to understand our own emotions and how to use them positively. It is also about understanding the emotions of others.

Spiritual development is about developing a sense of awe and wonder and starting to understand the sacred dimension to life. It is about developing a personal set of beliefs and values and understanding, which for some people is related to a particular religion.

Moral development is about starting to understand about fairness and justice. It is about respecting the rights of others.

Our Aims

We aim to support children to enable them to:

- Develop a strong sense of self and feel good about themselves
- Feel secure within their families and in the community
- Understand and express their emotions
- Understand the feelings of others and to empathise with them appropriately
- Negotiate and compromise
- Become increasingly independent in meeting their personal needs
- Acknowledge their own successes and disappointments and those of others
- Respect the culture and beliefs of others

- Appreciate the world around them and care for their environment

At TCC we have identified three strands which our policy focuses on:

- Self esteem and independence
- Respecting and valuing our beliefs and culture and those of others
- Appreciating the world around us and our place in it

We have identified the knowledge, skills and attitudes related to each strand and the adult's role in promoting learning and development in each of these strands.

1 Self Esteem and Independence

<p>Knowledge & Understanding to be developed</p> <ul style="list-style-type: none"> • Knowing that they are valued as a person in their own right • Knowing that we have emotions and that it is acceptable to express them appropriately • Knowing that others also have feelings and Emotions • Knowing about ways in which we can care for our physical needs 	<p>Ways adults at TCC will Promote This</p> <ul style="list-style-type: none"> • Provide an atmosphere of trust through developing secure attachments show through body language that the child is welcome and valued • Follow the child's lead in the showing of affection • Give positive feedback whenever possible • Give praise and encourage children to notice the achievements of others • Have times of day to share achievements • Give the child opportunities to share her/his achievements and disappointments with others • Provide opportunities to work in pairs and small groups • Be aware of the importance of arrival and departures • Be aware of the importance of friendships. Encourage friendships between children • Ensure that there is a predictable and appropriate routine which enables the children to feel secure • Ensure that the physical environment is warm and welcoming and reflects the diverse culture and communities the children come from • Help child feel safe to express, acknowledge, label and work through emotions, calm down and to talk about the feelings when appropriate • Help the child to demonstrate different emotions • give support - physical, emotional or verbal according to the individual following their lead regarding physical and verbal contact and reassurance • offer the child alternatives for expressing emotions when needed - banging a cushion / kicking a ball • support children when they are in conflict • encourage children to negotiate themselves when appropriate • offer support and strategies if the child is unable to reach a conclusion on its own • give positive feedback when a child does something caring for others • encourage them to think about how their actions have upset someone, if necessary • explain, and talk about how the child can make amends • having consistent, firm and fair boundaries for behaviour applied throughout the Nursery • Support and encourage developing independence skills - give children time to do things for themselves.
<p>Skills to be acquired</p> <ul style="list-style-type: none"> • Ability to express feelings and emotions • Ability to understand emotions e.g. joy, sadness, anger in one's self and others • Ability to negotiate and argue one's own point of view • Ability to deal with disappointment or loss • Ability to concentrate and persist • Ability to be part of a group • Independence skills such as feeding and dressing 	
<p>Attitudes to be encouraged:</p> <ul style="list-style-type: none"> • Confidence in initiating own play and joining in new activities • Confident about joining in with others • Wanting to care and share • Feeling remorse and wanting to make amends • Desire to be independent in caring for own physical needs and a sense of pride in doing so • Taking responsibility • Acknowledge the achievements of others • A sense of justice, respect and fairness 	

2 RESPECTING AND VALUING OUR BELIEFS AND CULTURES AND THOSE OF OTHER

<p>Knowledge & Understanding to be developed:</p> <ul style="list-style-type: none"> • Understanding that there are different cultures, beliefs and religions within the community and the wider world • Understanding the symbols that are part of everyday life and starting to understand how food, water light and fire are used as symbols • Understanding that there are places of worship • Starting to understand the stories and traditions associated with community and religious festivals • Starting to understand the traditions and practices associated with different cultures and religions • Starting to understanding the values, standards and expected behavior in the community and the wider world • Understanding own place in family and in the community 	<p>Ways in which adults at TCC will promote this</p> <ul style="list-style-type: none"> • Showing families using the Centre that we are keen to learn about their cultures and ensuring that we keep ourselves well informed • Encouraging parents, staff and campus to share their own cultural or religious traditions • Responding with genuine interest • Ensuring that we have equipment, artefacts, materials and pictures from various cultures in the nursery environment and understand their significance • Helping the children learn about and celebrate festivals appropriately • Talking with the children about the different communities and religious traditions and beliefs represented in the centre • Exploring rites of passage and key life events, such as births, initiations, birthdays, weddings, moving to new key worker, walking ... • Using daily life to explore beliefs and cultures, for example giving children time to experience and explore meal times and talking with them about the symbolism of food -sharing and caring for each other • Visiting places of worship in the community • Showing by our own behaviour a respect for social conformities • Using parents names in greetings/letters • Make a family wall • Displaying children's birthdays • Making a special place for key groups • Visiting community buildings, open spaces etc.
<p>Skills to be acquired:</p> <ul style="list-style-type: none"> • Ability to raise questions • Ability to recognise differences and similarities • Ability to acknowledge the achievements of others • Ability to imagine the experience of others • Ability to make connections between our own lives and those of others 	
<p>Attitudes to be encouraged:</p> <ul style="list-style-type: none"> • Strong sense of self as a member of different communities - home, centre religious. • Openness • Curiosity about those around us • Interest in local communities • Trust • Respecting and celebrating difference • Empathy and care for others 	

3 APPRECIATING THE WORLD AROUND US AND OUR PLACE IN IT

<p>Knowledge & Understanding to be developed:</p> <ul style="list-style-type: none"> • Knowing that there is a spiritual dimension to life • Knowing that we have a relationship with the world around us • Understanding about pattern and order in the world • Knowing own worth, value and uniqueness • Starting to understand about our own values and beliefs 	<p>Ways adults at TCC promote this:</p> <ul style="list-style-type: none"> • Providing a variety of experiences to show the richness and diversity there is in a child's world • Giving children the time and space to be alone and quiet • Providing an environment which facilitates this, having available an assortment of soft cushions and blankets • Encouraging children to reflect • Encouraging children's sense of awe and wonder • Making time to contemplate and modelling this for the children • Showing children how to care for resources and helping them to create their own rules for doing this • Showing the children how to care for living things such as plants and animals • Introducing the idea of re-cycling resources • Encouraging children to develop a sense of their own uniqueness by drawing their attention to things that make them special • Encourage children to feel a sense of connection with the natural world by giving them plenty of opportunities to explore nature and to marvel • Helping the children to develop their own values and belief by talking to them about what is important to them • Encouraging a sense of joy in life and living
<p>Skills to be acquired:</p> <ul style="list-style-type: none"> • Ways of caring for the natural world - plants, animals resources • Ability to be still 	
<p>Attitudes to be encouraged:</p> <ul style="list-style-type: none"> • Quiet contemplation, meditation and reflection • Appreciation of being alone and still • A sense of wonder and marvel at the world including nature, the elements and the seasons • A sense of joy • Curiosity about life and life events • Responding to significant events • Care for the world around us 	

SIGNIFICANT STEPS IN PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Age/stage	Characteristics at these age / stage of development
Birth	<ul style="list-style-type: none"> • first smile • initiating certain expressions • uses body movements to express pleasure • smiles in response to adults • turns to look at speaker's face • recognizes face and hands of preferred adult • learning where he/ she begins and ends • enjoys care routines • responds with pleasure to loving attention and cuddles • is curious about the world around him/ her • enjoys being with others • experiences a sense of awe and wonder
Babies 6 months Lap babies	<ul style="list-style-type: none"> • likes to be near a favorite adult • may be wary of strangers • shows distress when parent / carer leaves • shows definite likes and dislikes at meal and bedtimes • offers toys to others • likes to play alone for periods • crawling means that he / she can get to places and people for themselves • will cry or laugh if a friend or sibling cries or laughs • co-operates when getting dressed • likes to look in the mirror and see expressions • imitates other people
Babies 1 year Yard babies	<ul style="list-style-type: none"> • longer memory developing • developing a sense of identity • curious about other children • expresses needs in words and gestures • eager to do things for him/her self, for example getting dressed • aware when others are anxious for them, for example when they climb on a chair
Toddlers	<ul style="list-style-type: none"> • beginning to be able to say what she/he is feeling • enjoys imaginative play with adults • through imaginative play starting to understand how other people behave • goes to the lavatory independently with sensitive support • able to dress themselves if clothes are straightforward • enjoys taking part in family and community traditions and festivals
Kindergarten Younger children Kindergarten Younger children (cont)	<ul style="list-style-type: none"> • using imaginative play to understand how others might feel • beginning to develop a gender role • interested in making friends • learning to negotiate • experimenting with taking control • able to imagine all sorts of things and ways, become fearful
Kindergarten Older children	<ul style="list-style-type: none"> • has developed a sense of self • understands about some of the rules of their community • can control feelings and hide them • can think about the feelings of others • can take responsibility • have a sense of fairness and forgiveness

Promoting Positive Behavior Policy/Self Control at Thomas Coram

Our Aims

We aim to support children to enable them to:

- Show respect for themselves and others
- Show appreciation for others and what they do for us, for example saying "Please" and "Thank you".
- Feel and show remorse when they have hurt someone, whether physically or emotionally
- Make amends in a way appropriate to their stage of development
- Make successful relationships with their peers
- Be able to negotiate, take turns and share

The Adult's Role in Supporting this

- To praise positive behaviour as much as possible
- To encourage a sense of responsibility by asking a child to pick up something they have dropped or to help them mend something they have broken
- To support a child to make amends according to the circumstances and their stage of development e.g. get a tissue, help rebuild a model
- To have clear, consistent boundaries and explain these to the child in a way they will understand
- To show by our own behaviour, respect for each other and the children and parents
- To offer a child alternative ways to channel their aggression e.g. banging a cushion or piece of clay

When conflicts occur

Sometimes children will become involved in conflicts. These can take the form of:

1. Hurting someone physically e.g. biting, hitting, kicking, throwing things at people
2. Hurting someone verbally e.g. name calling, racist remarks, shouting
3. Emotional sarcasm, threats or manipulation
4. Showing disrespect for the property of others
5. Showing disrespect for the feelings of others e.g. not waiting a turn, spoiling someone's work

When children are under five it is unlikely that the types of behavior described above are an example of bullying, as this involves an intention to hurt, intimidate or persecute and occurs over time. The judgement about how best to respond to unacceptable behavior should be made according to the child's age and stage of development, bearing in mind that 4 year olds and 2 year olds respond very differently. Factors such as how tired the child is and events happening at home should also be considered.

It is important to encourage parents to share these in confidence with the key worker e.g. a parent being in hospital etc. If the behavior is uncharacteristic your reaction may be different to when a consistent pattern of behavior has been recognized and a strategy agreed.

The Adult's Role

- Approach, quieten and calm the situation
- Try to stop the behaviour, especially if someone is being hurt or is in danger
- Comfort the child who is the victim- this may mean someone else does this while you deal with the other child
- Acknowledge children's feelings
- Gather information from the children involved
- Try to find out the reasons for the behaviour
- Restate problem for the children
- Ask for ideas for solutions from the children
- Depending on the children's level of maturity help them to resolve the dispute themselves
- Help the children to choose a solution
- Explain clearly and in language appropriate to the child's level of understanding what it is that is unacceptable.
- Label the behaviour rather than the child e.g. "That was an unkind thing to do" instead of "You unkind boy/girl"
- Help the child to make amends appropriately e.g. comforting the victim, getting a tissue, mending the broken toy, model
- Whenever possible use positive language e.g. 'We can run in the garden,' rather than "Stop running indoors"
- Tell the child clearly what will happen if they do not stop this behaviour e.g. moving the child to another area to get involved in something else
- Give follow-up support

Strategies to Assist the Adult

- Get down to the child's level
- Try to maintain eye contact to emphasise that you are serious
- Use a firm and controlled voice rather than shouting
- Don't embarrass or humiliate the child
- Call a colleague for help if you feel yourself getting upset or angry
- Deal with behaviour immediately and then drop it

Safety

It is the adult's role to judge the safety of what a child is doing and to decide the appropriate response. This decision should balance the need of the child to explore and stretch their strength and abilities with the risk of them injuring themselves. This can sometimes vary according to the adult's own personal confidence and experience so a consensus of opinion may need to be taken for certain areas e.g. climbing trees.

If a child is repeatedly climbing on a piece of equipment deemed to be unsafe then a review of the experiences being offered may be needed. For example there may need to be opportunities to climb elsewhere or a child may need more opportunities to go outside.

If the Problem Persists

- Discuss at end of day review
- Talk to parents to discover if this behaviour is repeated at home
- Agree a strategy to be used at Nursery and home and share this with all staff involved
- Review after an agreed time and agree further strategies
- With the parents co-operation if this is still recurring start stage 1 SEN record in consultation with Natasha (SENCO) agree a review date
- Monitor behaviour and record observations
- If behaviour persists consult outside agencies in consultation with parents.

Bullying

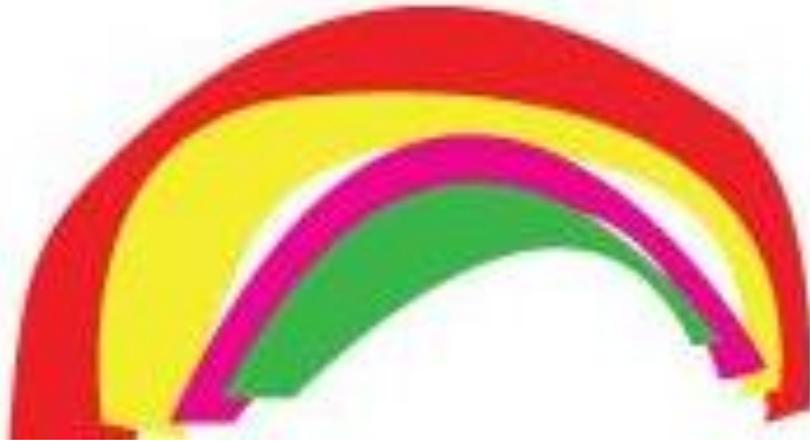
Bullying is defined as a deliberate act done to cause distress solely to give a feeling of power, status or other gratification to the bully. It is regular and ongoing [Camden Anti Bullying Policy]

Many of the children at the centre are very young and not at the stage when their behaviour would be described as bullying.

We are aware that the roots of attitudes and behaviours, including bullying, start in the early years and we are committed to doing all we can to address this. We believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty. Also, we include activities and opportunities which equip children with the skills they need to stay safe from bullying.

When incidents occur which we believe are bullying we follow Thomas Coram Anti Bullying Policy.

Thomas Coram Centre



49 Mecklenburgh Square, WC1N 2NY
Head Teacher: Perina Holness

Anti Bullying Policy

2019-2020

1 INTRODUCTION

1.1 Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should know that incidents will be dealt with promptly and effectively. Similarly, bullying behaviour by an adult towards any pupil, staff or parent will not be tolerated.

1.2 Objectives of this Policy

To ensure that:

- All governors, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying is not tolerated.

2 DEFINITION

Bullying is a deliberate act done to cause distress solely to give a feeling of power, status or other gratification to the bully.

It is regular and ongoing.

Bullying can take many forms and can be short term or continue over years. It can take the form of physical, verbal or psychological attack of a more subtle nature. It can occur between children, and between adults and pupils. It generally falls into one or a combination of the following categories:

- *Physical:* unprovoked assault on a person or group including pushing, kicking, hitting, pinching, any form of violence.

- *Psychological*: reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.
- *Social*: Ostracism/ rejection by peer group.
- *Verbal*: Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing.
- *Other* - could include interference with personal property, extortion etc

In addition to children bullying each other, bullying in schools can take place between adults and pupils and between adults.

2.1 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

3 PREVENTION

3.1 Context

Bullying occurs at every school. We believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty. Also, we include activities and opportunities which equip children with the skills they need to stay safe from bullying. E.g. SEAL Curriculum

3.2 The Role of the Governors

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the School's Complaints Procedure. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

3.3 The role of the head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, 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 be part of their behaviour.

3.4 The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying, they will refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the headteacher informs the child's parents.
- In the staff room, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher and the Learning Mentor. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proven ineffective, the head teacher may contact external support agencies, such as the Behaviour Support team or social services.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

3.5 The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying,

should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

3.6 The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- Our Year 6 has developed its own child-friendly anti-bullying policy. This is contained at the end of this policy and is given to all new children when they start at our school.

3.7 Whole School Ethos

We are committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our R.E, PSHE and SEAL schemes of work and in the implementation of our behaviour policy.

This is what we do to prevent bullying:

- have a set of clear school rules which prohibit bullying
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen

- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- follow a week of themed activities during national anti-bullying week
- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds

4 SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

5 PROCEDURES

5.1 Procedures to follow when bullying is reported

We believe that when bullying occurs not only is the child who is being bullied a victim, but also the child who is doing the bullying. We believe that children who bully do so for a reason and that unless we attempt to understand the reason in each case, we are unlikely to successfully solve the problem.

We believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty.

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or teaching assistant, although any member of staff that the child or parent/carer feels comfortable with can be approached.
2. The bullying behaviour or threats of bullying must be investigated by the member of staff informed or passed on to a more appropriate member of staff for investigation if necessary, and the bullying stopped quickly. In cases of serious bullying, the incidents will be recorded by staff in the bronze book in the staff room.
3. In serious cases all parents/carers will be informed and may be asked to come in for a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullied child will be supported to ensure that they recover from the incident. They may be referred to the Learning Mentor for further support if necessary.
6. The bully/bullies will be supported in order to understand why they are bullying and to help them to change their behaviour. They may be referred to the Learning Mentor for further support if necessary.

5.2 Outcomes

1. The bully (bullies) will be asked to genuinely apologise. We will always attempt to reconcile pupils involved.
2. Other consequences for the bully may take place depending on the seriousness of the problem. In serious cases, exclusion will be considered.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

6. MONITORING AND REVIEW

Monitoring and review

6.1 This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

6.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist, sexist or homophobic bullying, or bullying directed at children with disabilities or special educational needs.

6.3 This policy will be reviewed every two years, or earlier if necessary.

7 HELP ORGANISATIONS

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens London SW1W 0DH

