



**Bleakhouse Primary School**

Bleakhouse Road, Oldbury, West Midlands, B68 9DS

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Website: [www.bleakhouseprimary.school](http://www.bleakhouseprimary.school)

# Prospectus



**2024-2025**

“Bleakhouse Primary School is a friendly, inclusive community.”

“Everyone is valued, including pupils with special educational needs and/or disabilities (SEND)”

“Leaders are ambitious for all pupils. They want everyone to meet with success”

“Pupils live up to leaders’ high expectations”  
(OFSTED, 2023)



MUSIC MARK  
SCHOOL



the sandwell  
well-being  
charter  
mark



Sandwell  
SEND  
Quality Mark  
Platinum

## **Your School**

Bleakhouse Primary School is a community Primary school for pupils aged 3-11 years. The Early Years and Key Stage 1 are housed in a modern building while the Key Stage 2 building was built during the 1930s. The school enjoys a pleasant aspect with playing fields, playing areas and an enclosed area at the centre of the juniors. The ICT facilities are excellent and improving all the time as we are committed to fully developing our children's ICT capability. Children's access to ICT is supported by portable computer and tablet suites as well as a Learning Hub which greatly enhances the pupil/computer ratio.

Education after 11 is provided by High Schools or Academies. We have close links with a number of these schools and this helps make the transition from primary to secondary a smooth and productive process.

**“Pupils show pride in their school.”**

**“Pupils show respect for others”  
(Ofsted, 2023)**

## **Our Vision**

Our vision is to raise the expectations and aspirations of our children by working in partnership with parents and the community to help each child reach their full potential. By encouraging children to learn through a rich and inspiring curriculum, we believe that they can aspire to be the best that they can be.

We encourage children to develop friendships, show respect, aspire to excellence, show determination and courage, treat each other equally and to be inspired in their work, so that they can succeed in all that they do.

So that we can inspire our children to succeed we will:

- Be a learning community;
- Enable every child to reach their full potential;
- Encourage children to become partners and take ownership of their learning;
- Enable every child to become a responsible and reliable member of society who understands the Fundamental British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- Ensure everyone is valued and appreciates all cultures and traditions, as well as appreciating the importance of Sustainable Development;
- Develop self-esteem in the whole school community;
- Develop positive and meaningful links with parents, engaging them in their children's education;
- Reflect the school in the community and the community in the school;
- Develop and extend Basic Skills in English, maths and technology;
- Work in partnership with others to offer opportunities for interactive, hands-on, personalised learning, using high quality IT resources as a vehicle to enable and empower children to become, anytime, anywhere learners in all aspects of the curriculum.



## Visiting the School

Parents wishing to visit the school are most welcome and should contact the *School Office* in the first instance. Parents of those children who will be joining us in Nursery or Reception are invited to an Induction Meeting towards the end of the Summer Term before their child starts at the school.

## Parent School Contact

Parents are invited to Parents' Evenings which take place three times per year. The purpose of these meetings is to discuss your child's progress. However, if you would like to speak to your child's teacher at other times, please do not hesitate to contact the school at once so that a mutually convenient time for you to meet can be arranged. Besides the class teacher, the *Acting* Head Teacher, Deputy Head Teacher and *Acting Deputy* Head are available for consultation.

Towards the beginning of each new year both parents and children are encouraged to sign the Annual Home-School Agreement and the Internet Access Agreement. These outline responsibilities and develop a consistent approach between home and school.

As each term begins Flyers are sent home from class teachers informing you about the topics and subjects to be covered that term. These also contain details about ways in which you can help your child with his/her work, the days your child has PE and when Home Learning is set and expected in. Further curriculum information is available on the school website.

Parents are also invited to come to school from time to time in order to look at our approach to various curriculum areas and methods of teaching.

Throughout the year there are a number of plays, concerts and performances as well as sports, competitions and fund-raising events for which your support is much appreciated. We are always grateful of your help in school on a voluntary basis for many activities, from helping in the library or classroom to helping with swimming, educational visits or other out-of-hours activities. Please do come in and see us if you would like to help.

We keep parents well informed about the day-to-day life of the school through the publication of our annual Calendar and through the many newsletters which are sent out on a regular basis. The School Life app is also used to communicate regularly with parents. Whilst the Calendar and many school policies are available on the school website.

## School Hours



School starts each day at **8.50a.m.** and finishes at **3.15 p.m.**

Lunchtime is: Nursery **11:45a.m. - 12:15p.m.**

Reception and Key Stage 1 **12:00 - 1:00p.m.**

Key Stage 2 **12.30 - 1.30 p.m.**

The children are supervised inside school 5 minutes before the start of the school day and should not arrive before **8.45. a.m.**

**Admission Priorities for Places in Oversubscribed Community and  
Controlled Primary Schools Academic Year 2024/2025**

NB: These are correct at the time of publication. For the most recent Admission Priorities please see the Sandwell LA Website [www.sandwell.gov.uk](http://www.sandwell.gov.uk)

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions as defined by section 22 (1) of the Children Act 1989 at the time of making the application for a school place.
2. Children with a particular medical condition. Applications submitted under this criterion must be accompanied by a medical declaration form (ASU75M) signed by the child's general practitioner or consultant confirming the condition, detailing the child's needs and specifying why, in their opinion, the preferred school is the only or most appropriate to meet the child's needs. All applications under this criterion will be assessed by the local authority to decide whether the child's needs can be met most appropriately by the preferred school.
3.
  - a) Children having a brother or sister at the school at the preferred school (not nursery) at the time of admission.
  - b) For admissions to infant schools, children having a brother or sister at the preferred school or at a linked junior school at the time of admission.
  - c) For admissions to junior schools, children having a brother or sister at the preferred school or at a linked infant school (not nursery) at the time of admission.
4. For admissions to junior schools, children being on roll at the linked infant school at the time of admission.
5. \*Children accepted on denominational grounds, supported by the Anglican/ Church of England Church. Applications based on this criterion must be accompanied by a completed declaration form signed by a Vicar or Priest to signify attendance at an Anglican/ Church of England Church on at least one occasion per month.
6. Children prioritised by distance measured in a straight line from a child's home\*\* to the centre point of the school site.\*\*\*

In all cases, should the number of applicants exceed the number of places available, places will be allocated based on distance between home and school, as measured in a straight line from home to the centre point on the school site with priority being given to those living closest to the school.

NB Children with a Statement of Educational Needs or a Education, Health and Care Plan (EHCP) (previously known as a Statement of Educational Needs), naming a particular school will be admitted before all other applicants.

Note:

\*Applicable only to schools that are designated by the Secretary of State as having a religious character.

\*\* Measured from the Local Land and Property Gazetteer address base for the property. In all cases, should the number of applicants exceed the number of places available, places will be allocated based on distance between home and school, as measured in a straight line from home to centre point of the school site with priority being given to those living closest to the preferred school.

## Early Years Foundation Stage

Before children join their classes at the start of their Early Years journey staff meet parents and their child at in settings or at home.

### **Nursery**

There is a 26 place Nursery. Most children attend for 15 hours each week (three hours a day). There are some limited full-time places available (30 hours) for eligible working parents.

### **Reception**

Reception has two classes of 30 children in each. Parents need to complete a Sandwell Application to request a place in Reception for their child. This also applies for parents who have a Nursery place for their child. Information will be sent out by the school when it is received from the Local Authority.

Purposeful play is a very important part of the Early Years Curriculum. During each day the children take part in both child initiated and adult-led learning experiences. Each child has an identified key worker who talks to parents about their child's progress and will ask parents to contribute to a shared understanding each child's achievements and the next steps to take in their learning.

### Early Years School Times:

Morning: 8:45a.m.-11:45a.m.

Afternoon: 12:15p.m.-3:15p.m.

Reception and Full Time Nursery: 8:45a.m.-3:15p.m.



## Children's Welfare

**“Staff care for pupils well.”**

**“Pupils enjoy coming to school and feel safe.”  
(Ofsted, 2023)**

The safety and well-being of the children who attend this school is paramount to all who work here. The class teacher is responsible for the general welfare of your child and they will take care of their day-to-day needs. Overall responsibility lies with the Head Teacher. If you are concerned about, or require further information about, your child's welfare in school or any other issue of pastoral care, please make an appointment to discuss this with your child's teacher. The *Acting* Head Teacher, Deputy Head Teacher or *Acting Deputy Head* are also available for consultation.

If your child is unwell please do not send medicine to school as we are unable to administer it. If you wish to administer it yourself then please make arrangements with the Head Teacher first. If it is essential for child to have medicine in school you will be asked to complete forms in line with the Medicine Policy. A copy of this policy is available upon request. Children who come to school will be expected to participate in PE, Games and Swimming.

Asthma sufferers are *encouraged* to bring inhalers (with their names clearly marked on them) for their own use. Each child prescribed with an inhaler *in Key Stage 2* carries their own so that they are easily accessible at all times. *In Early Years and Key Stage 1 they are readily available to use as needed.* Parents are responsible for ensuring inhalers are not empty or out-of-date. Please ensure the school remains informed about any changes in your child's diagnosis of asthma as an emergency inhaler is available for children if Parents have previously given their consent for this to be used.

If your child is too ill to attend school, please contact the school first thing in the morning giving the reason for the absence. If we do not receive a telephone call or other notification on the first day of an absence we will telephone to find out why your child is absent from school. This is part of the school's management of absence strategy and is designed to ensure the safety and well-being of the children in our care.

If your child requires treatment from a doctor or dentist during school time please let the class teacher or one of our school secretaries know the previous day. Also if you need a meal or sandwich place on that day please ensure that you contact the secretary so that this can be arranged.

We endeavour to ensure that your child enjoys school and works to reach his/her full potential in a safe, caring, secure and stimulating environment. To help us achieve this we have a number of systems designed to ensure that your child's time at Bleakhouse Primary School is happy and successful. These include: the School Council, with representatives from each class who meet regularly to promote children's contribution to the decision making process in school; *Play Leaders*, who help children who are upset or who may need some guidance as they play and Prefects and Monitors with responsibilities that enhance the smooth running of the school.

**“Pupils say there that there are always adult they can talk to.”**

**“Leaders ensure that pupils learn about a wide range of safety issues to help keep themselves safe in school, online and in the community.”  
(Ofsted, 2023)**

***“All statutory safeguarding requirements are met with the culture for safeguarding permeating through the whole school curriculum.”  
(School Improvement Advisor Report, 2022)***

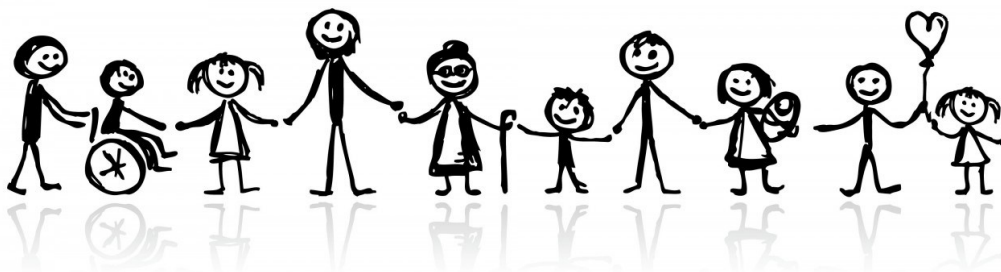


The school takes part in a project run jointly between schools and West Midlands Police.

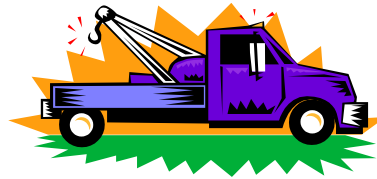
Operation Encompass is reporting to schools, prior to the start of the next school day, when a child or young person has been exposed to, or involved in, any domestic incident.

Operation Encompass ensures that *at least one* member of the school staff, known as a Key Adult, is trained to allow them to liaise with the local authority and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

We are keen to offer the best support possible to all our pupils and we believe this to be extremely beneficial for all those involved.



## Road Safety



Children across the school are given the opportunity to improve their Road Safety Skills and include Bikeability. These are important aspects of our Healthy Schools and Citizenship programmes.

PARENTS ARE REQUESTED TO PARK WELL AWAY FROM THE SCHOOL WHEN BRINGING CHILDREN IN THE MORNING OR COLLECTING THEM IN THE AFTERNOON. **Please do not use the car parks on either side of the school.**

PLEASE DO NOT PARK ON THE ZIG-ZAG LINES IN THE INTERESTS OF SAFETY.  
WE ALL WANT OUR CHILDREN TO BE SAFE.  
PLEASE USE THE CROSSINGS TO ASSIST YOU AND YOUR CHILD  
AS YOU CROSS THE ROAD OUTSIDE SCHOOL.

**PLEASE NOTE: Parking on zig-zag lines and causing an obstruction is an offence under the Road Traffic Act and offenders may be prosecuted.**

## Behaviour

**“They (Pupils) show respect and friendship. In lessons, pupils work hard, showing determination and enthusiasm”**

**“Pupils show positive attitudes to learning and take pride in their work”  
(OfSTED 2023)**

The school has an agreed policy on how we encourage the children to work and behave to the best of their ability. We have a very positive approach to behaviour and encourage the children to succeed in all that they do. To make this successful we have a number of Merit and Reward systems which focus on good behaviour and achievement.

These do not always work and at these times we introduce an agreed system of sanctions and corrective procedures designed to help the child focus on a positive attitude towards appropriate behaviour. This is most effective when Parents are involved at an early stage so that we can work in partnership in order to effect any necessary change.

The whole school values underpin the rules. These are:

Show **friendship** to everyone.  
Show **respect** to everyone.  
Strive for **excellence** in what you do.  
Show **determination** to succeed in what you do.  
Show **courage** to succeed in what you do.  
Show **equality** to everyone.  
Be an **inspiration** to others.

The school operates within the Zero Tolerance Policy of the Local Authority. As such violence, physical aggression, threats and verbal abuse towards staff may result in legal action being taken. The Behaviour Management and Anti-bullying Policies are included at the end of this Prospectus.



### **Pupils with Special Educational Needs and Disability**

About 20% of children will experience difficulties with learning at some stage in their school career. At the present time there *16.2%* of the pupils have SEN compared to 13% nationally. The majority will get over these problems but for some these difficulties remain for a longer period and have an adverse effect on their learning. There are *eight* pupils with an Education, Health and Care Plan (*13.1%* of the SEN population to *4.3%* nationally).

At Bleakhouse Primary School we offer a great deal of help and support for those children identified with Special Educational Needs. We base our provision on the Code of Practice for Special Educational Needs 2014 in conjunction with Sandwell Local Authority.

We have a whole school, inclusive approach to Special Educational Needs and Disability which involves the teaching staff and focuses on support with special needs within the class. Occasionally, children are withdrawn from class for short periods to complete specific tasks. Our inclusion work has been recognised through the Sandwell SEND Quality Mark at Platinum Level.

We have successfully integrated children with physical difficulties; moderate learning difficulties; social, emotional and mental health difficulties into school. There are specially adapted toilets for children with Special Needs or Disability and we have three portable ramps that ease access into the rooms with steps.

In this way we aim to provide all our children with equal access to an education which is broad, balanced, realistic, relevant and differentiated to meet the learning needs of the individual child and which seeks maximum participation in the curriculum.

**“”There is early identification of pupils’ needs.  
Staff skilfully support these pupils”**

**“Pupils with SEND thrive at Bleakhouse Primary.”  
(Ofsted, 2023)**



### **The Curriculum**

We aim to provide a broad, balanced, relevant and *adapted* curriculum that is tailored to meet the individual needs of every child. Our curriculum is constantly evolving and is updated and modified to suit the needs of the children at Bleakhouse Primary School.

Whilst at school the children work on aspects of the *2024* Statutory Framework for the Early Years Foundation Stage and the 2014 National Curriculum. Particular emphasis is placed on the teaching and learning of English and Maths as well as the development of the children’s Computing capability, Science and Religious Education. Other areas of the curriculum include History, Geography, Design and Technology, Music, Art and Design, Languages (French), Physical Education and Personal, Social and Health Education which incorporates Citizenship. The subjects are taught using a thematic approach.

**“A curriculum that is ambitious for all pupils.”**

**“Pupils ... get off to a flying start as young readers.”**

**“Leaders also plan visits, and other experiences,  
that enrich pupils’ learning in the curriculum”  
(Ofsted, 2023)**

## Organisation and Teaching Time

Each week children receive 21 hours and 55 minutes teaching time including Religious Education but excluding time spent on collective worship, registration and breaks. The children are arranged into sixteen mixed ability classes, two in each year group and are grouped according to their ability for the daily English and Maths Lessons. All lessons are carefully planned and the activities are differentiated so as to cater for the differing abilities and needs of the children.

## Home Learning

Children are encouraged to take their reading books home to read to their parents for about 20 minutes each day. They are required to do other Home Learning which is designed to support and extend the themes covered in class. Children will receive up to 3 pieces of Home Learning each week. Home Learning is recorded in a Home Learning Log, which parents are asked to sign. Details of our approach to Home Learning are in the Home Learning Policy available on the school website.



## Assemblies and Religious Education

The school is a non-denominational community primary school. The Religious Education follows the agreed syllabus (SACRE) and the children learn about different religions, customs and beliefs from a factual perspective. Collective worship takes place each day and is generally Christian in nature. Parents may exercise their right to withdraw their child from RE and/or collective worship and these children will be catered for elsewhere in school.

## Sex Education

From time to time the children may work on topics relating to Hygiene, Health and Development Matters and relationships and sex education is part of our Jigsaw PSHE curriculum. Children's questions are answered sympathetically, however, if and when they arise in the course of their lessons.

## Assessment

The children's progress, throughout the curriculum, is carefully monitored and assessed. Targets for improvement in English and maths are shared with the children and reviewed regularly. Assessment takes place through the focused marking of work *including Live Marking*, formative assessment as the children complete series of lessons and summatively at the end of a topic or term.

A more formal **Assessment Period** takes place in the Summer Term each year, around the same time that Year 2 Teacher Assessment and Year 6 children take the Standard Assessment Tests (SATs) in May. **Please make sure your child is in school at this time.** By the end of Key Stage 2 (Year 6) children are now tested in English and maths.

## **Physical Education and Sport**



Each class has an average of two sessions of PE each week. Some of these lessons are taught by qualified Sports Coaches. The skills of games, dance, gymnastics, adventure, athletics and swimming are taught.

Our aim in PE is to:

- Provide a broad, balanced PE curriculum, meeting the statutory requirements of the National Curriculum for PE and the individual needs of the child.
- To teach the fundamental skills of sports.
- Ensure pupils have equal access to a variety of learning situations and environments.
- Promote physical activity and development, offering children the motivation and skills to opt in to physical activity for health and leisure.
- Develop the social skills of co-operation, teamwork and leadership.
- Provide fun and enjoyment in a varied curriculum.

Within our PE curriculum the children have access to the hall, the playground, the school playing field and the quad area as well as Langley Swimming Centre. Games lessons focus on striking and fielding, net and wall games as well as invasion games.

We hold annual Sports Days for each key stage in which all the children are encouraged to take part. At times other sporting events are held with other schools.

The school has been awarded the Schools Games Award—gold.

### **Swimming**

Swimming takes place in Year 4. It is given a high priority as an important part of the PE curriculum. Coach transport is provided to the local swimming pool free of charge. A swimming costume and towel, suitably labelled, is required along with a waterproof bag in which to carry wet kit.

The National Curriculum expects all children to be able to swim 25 metres (a length of a swimming pool) by the end of Year 6.



## **The Arts**

Children are provided with many opportunities to develop their knowledge and experience of the arts.

Much of this is covered within the Music, Art, RE, History and Geography aspects of the curriculum.

Children experience visits from theatre and music groups from time to time and are also given the opportunity to participate in productions and concerts at different times of the year.

Educational visits also take place to local museums, theatres and places of worship. When possible, the children also have the opportunity to take part in a residential visit.

**“Leaders develop the talents of ... pupils.”  
(OfSTED, 2023)**

## **Extra Curricular Activities and Study Support**

There are many opportunities for the children to develop knowledge and skills outside the formal curriculum. Children may learn a brass or woodwind instrument led by specialist teachers. When the children reach elementary level in music they have the opportunity to join Sandwell Youth Band.

As part of our commitment to supporting children as they study, we have a substantial focus on Study Skills. These are out-of-hours activities designed to improve children's motivation, build self-esteem and help them to become more effective and confident learners.

Bleakhouse Primary School is the first Primary School in the country to be awarded **‘Emerging Status’ for Quality in Study Support.**

At lunch time and after school there are a variety of clubs for the children to participate in which are organised by the teaching staff with help from parents and other outside agencies.

**“Pupils enjoy a wide range of in-school and extra-curricular activities that enrich learning.”**

**“Pupils like the adventure and residential experiences on offer.”  
(OfSTED, 2023)**



## Clothing for School

The children are expected to wear the school colours and their clothes need to be suitable for the normal day-to-day activities of school. Bleakhouse Primary School uniform items are available from A. Oakes store at House 174, Oakend, 180 Vicarage Road, Oldbury, B68 8JB or Ace Embroidery. Type in this link - <https://bleakhouseps.ace-online.co.uk/catalogue> or follow the link on the school website under key information / uniform / click on link.

### The uniform items are:

- Royal blue sweatshirts or cardigans
- White shirt, blouse or polo shirt
- Grey trouser or skirt
- Black school shoes
- Hijab in school colours blue, grey or white

### The PE Kit is:

- White T-shirt
- Royal blue sweatshirt
- Black shorts
- Black track suit bottoms/joggers/leggings that have no logo
- Pumps and appropriate footwear for games.



Please note that it is our policy not to allow children to borrow PE kit from other children for Health and Safety reasons. Each class has a small amount of kit that children may borrow. Any child who does not come to school wearing their kit on the day the class has PE or does not use the school spare kit cannot participate in the lesson that day. We carefully monitor all children to ensure that their PE kit and other school equipment is in school when it is needed.

Please label all clothes clearly with permanent marker or sew-on label as they look so alike it is impossible to tell the difference.

Jewelry is not allowed for reasons of safety. However, analogue watches can be worn and small studs are allowed in ears only. We cannot take responsibility for loss or damage to valuables so please keep them at home.

N.B. Studs worn in ears should be removed for PE, including swimming. On rare occasions, if wearing an earring holds a higher risk due to the PE activity, a Parent will be asked to tape over the earring. This is a temporary measure.

## School Dinners

School meals are prepared on our school premises and children are offered a choice of menu, served in a cafeteria style. Dinner money is paid using online Parent Pay. If you think your Key Stage 2 child may qualify for free school meals please do not hesitate to ask for the appropriate form. By just registering for Free School Meals there is an increase in the school's budget. Children in Reception and Key Stage 1 can access Universal Free School Meals.

Your child may prefer a packed lunch instead of a school dinner. If so, please send in a packed lunch and drink in suitable, labelled containers. As a health promoting school we like to encourage the children to eat a healthy diet. Please bear this in mind when preparing your child's lunch.

### Healthy Snacks

Children in Early Years and Key Stage 1 are given a piece of fruit or vegetable each day. We actively encourage the children in Key Stage 2 to continue this practice by bringing a piece of fruit to school to eat at playtime. Toast is available for Key Stage 2 children to purchase during playtime.

### Nut Free School

Bleakhouse Primary is a nut free school due to the nature of some individuals' allergies. Please avoid including foods that contain nuts in your child's packed lunch or snacks.



## **The Governing Body**

*School Governors are people with common sense and personal integrity; they are proactive, eager and have the ability to listen and make fair and reasoned decisions. Governors are at the heart of the Education System, they come from a variety of walks of life and from different ethnic and cultural backgrounds.*

### ***What do the Governors do?***

*In brief Governors' meetings are held each term to discuss issues and decide upon the course of action to take. Governors organise their own work, and as well as the specific tasks given them by law they can consider anything of importance to the school's general well-being. They share in formulating the schools aims. They prepare written policies, approve proposals for major changes, or choose among different options for action. They may sometimes have to settle disputes. They are the schools' ambassadors, but also critical friends to monitor its standards of education, efficiency and fairness. In these roles, they may encourage or advise. Occasionally they may have to take firm action to put something right.*

*If you feel you have these qualities you should look at becoming a Governor at Bleakhouse Primary School as vacancies for Parent Governors do become available. Children will bring letters home about this when the vacancies arise.*



**“Leaders have worked closely with Governors  
to build a whole school culture.”  
(OfSTED, 2023)**

### **Parental Mobile Phone Usage in School:**

Please keep your mobile phone on silent/vibrate while on the school grounds, do not use phones where pupils are present. If you must use your phone, you may go to Reception. *The school does not take responsibility for mobile phones lost/damaged/stolen on school premises/during visits/trips or travel to and from school.*

### **Guidance for Parents on the Use of Social Media**

In our modern world, many people enjoy using Social Media to share their news and thoughts. As a school, we are conscious we need to work together with Parents and Carers to safeguard and protect all our children and the staff online. We regularly talk to all the children about how they can help to keep themselves safe online and we have sent information to Parents/Carers. You will find links to this on our website.

Parents and Carers can help to keep each child safer by not referring to individual children or members of staff on Social Media sites. We would like to also share that individuals who have raised concerns are asked to comply with this as a complaint can be undermined by:

- Comments made on social media
- Identifying individual staff on social media
- Personal abuse targeted towards individual members of staff
- Physical or verbal threats targeted to individuals or groups of staff

These behaviours amount to harassment and will be dealt with by the Police.

**Thank you for helping us to help you to keep the children safe.**



### **Complaints Procedure**

At Bleakhouse Primary School we are very proud of the strong links and positive relationships that exist between parents/carers and the school. We are very approachable and aim to solve problems or deal with areas of concern sympathetically, swiftly and fairly.

We would ask, should you have a concern or wish to make a complaint, please contact your child's class teacher in the first instance so that they are able to discuss this with you. If you feel the problem is ongoing, parents/carers may wish to raise the matter with the school's *Acting Deputy Head, Mrs. Martin.*

Following this, if you are still not sure that the issue has been dealt with, you may ask to speak to Mrs. *McGahey*, Deputy Head Teacher. At this point of the complaints procedure, if you feel your concern is not yet resolved, you are asked to make an appointment to raise your issue with Mrs. *Soudani*, Acting Head Teacher.

After following this procedure, if you are dissatisfied with the outcome of your complaint, you need to follow the school's Complaint Policy available on the school website [www.bleakhouseprimary.school](http://www.bleakhouseprimary.school) or from the School Office.

Documents relating to the school's curriculum and organisation are also available at the school or on the school website. If you wish to view such documents at school please contact the school office.



### School Fund

School Fund is used to purchase additional resources and books, to help pay for visiting theatre groups, animal lectures, educational visits, and to enhance the school's environment. During each year fund-raising activities take place to help with the provision of such items.



### Charging and Remission Policy

There are no charges made for any aspect of the National Curriculum taught as part of the normal school timetable. This normally includes swimming and music. Individual musical instrument tuition incurs a charge, currently £50 per term. Clubs that are led by external agencies may incur a cost of a minimum of £3.50 per session.

We do, however ask for a voluntary contribution for any educational visits during the school day for curriculum study but this is heavily subsidised by the school. For residential visits at Sandwell Centres attended during the school week, a set charge is made.

A charge of 10p per sheet is charged for any information requested that is not available to the public at large. A paper copy of information available on the website will be provided free of charge to Parents who request it. Should a continuing dinner money debt go beyond three weeks Parents will be asked to move their child to a home packed lunch until the debt is cleared.

For children who are able to access a 30 hour Nursery place there is a charge of £3.50 per day to cover the half an hour between the two Nursery sessions (Morning Nursery 8:45-11:45 and Afternoon Nursery 12:15-3:15). *This charge is recorded on Parent Pay each week in arrears. Should a continuing charge debt go beyond three weeks the lunch provision will be reconsidered and Parents invited to a meeting.*

At the end of the school day, if your child is not collected by 3:30p.m. they will be taken to the Funzone After School Club. There is a £5.75 charge for this and Parents will need to collect their child from the Community Room.

If your child attends an After School Club that finishes at 4:15p.m. and is not collected from school by 4:30p.m. they will be taken to the Funzone After School Club. There is a £5.75 charge for this and Parents will need to collect their child from the Community Room.





## **Public Access to Information**

The following information is available at the school:

- LA Agreed Syllabus for RE (SACRE).
- LA Statement of Curriculum Policy and Governing Body Statement of Curriculum Aims.
- Statutory Instruments, Circulars and other documents relating to the Curriculum which are sent to school by the Department for Education.
- Overview of the curriculum.
- Ofsted Report and Action Plan.
- School Policies.

Parents are provided with a copy of the school's Privacy Notice when their child joins the school. This is also available on the school website.

## **Breakfast Club/After School Care**

The school run Breakfast Club is open from 7.45a.m. each morning. The cost is £4.75 per session/ £23.75 per week.

A nutritious breakfast is served up to 8.30a.m. which includes cereal, toast, milk or water.

Whilst at Breakfast Club your child will have the opportunity to complete Home Learning that they may have or take part in the various activities that are provided, which include using board games, arts and crafts, physical activities and other stimulating activities suitable for the age of the children.



We also offer after school care until 5:30p.m. We recognise that parents may not need childcare until this time so offer two options:

- \* Option A until 4:30p.m. (or part thereof) £5.75 per day
- \* Option B until 5:30p.m. £8.75 per day

Places for Breakfast Club and After School Care are allocated on a first come, first served basis. Information about for both is given to all Parents when their children join the school. At other times the information is available from the school office.

Payments need to be made in *arrears*. These payments are made through the online Parent Pay. There is no charge for Bank Holidays or Teacher Training Days. If more than four weeks' payment is outstanding the school reconsiders the child's place at the club.

### Pupil Attendance

1. The total number of registered pupils of compulsory school age on roll for at least one session during the reporting period. (School Year 2023/2024 up to Friday before the last Monday in May): 384
2. The percentage of half days (sessions) missed through authorised absence: 4%
3. The percentage of half days (sessions) missed through unauthorised absence: 1.5%
4. The percentage of overall attendance during the reporting period: 94.5%

### Transfer to High Schools

Below is a list of the High Schools that the children in Year 6 went to upon leaving us last year (2024):

Bristnall Hall Technology College                      27 pupils  
Bristnall Hall Lane, Oldbury B68 9PA

Oldbury Academy    8 pupils  
Pound Road, Oldbury B68 8NE

Perryfields High School,                                      3 pupils  
Maths and Computing College  
Oldacre Road, Oldbury B68 ORG

Q3 Academy Langley,    16 pupils  
Moat Road, Oldbury, B68 8ED

### Basic Skills Quality Mark

In 2020 Bleakhouse Primary School was awarded the Basic Skills Quality Mark (BSQM) for the eighth time. This is a prestigious, national award which is given to schools who focus on reading, writing, spelling and numberwork. These are skills all children need. Having this award means that our school;

- **Has a strategy and an action plan to improve children's reading, writing and numberwork**
- **Assesses children to find out if they need extra help**
- **Has a target for improving basic skills in school**
- **Makes sure that children have plans to improve their reading, writing and numberwork**
- **Reviews the progress made by all children**
- **Provides training for staff so that they can teach better**
- **Uses different ways of teaching based on what each child needs**
- **Has good books and other material to help children improve**
- **Encourages parents to help their children with reading, writing and numberwork**
- **Monitors whether they are becoming better at teaching basic skills**

**“Reading is a strength in the school.”**

**“Across the school, pupils enjoy reading”  
(OfSTED, 2023)**

***“English and Maths are at the heart of teaching and learning at  
Bleakhouse.” (BSQM Feedback Report, 2022)***



## **BLEAKHOUSE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY**

### **RATIONALE**

Our vision is to raise the expectations and aspirations of our children by encouraging them to be the best that they can be. We encourage them to develop friendships, show respect, aspire to excellence, show determination and courage, treat each other equally and be inspired in their work, so they succeed in all that they do.

Positive behaviour management encourages a sense of responsibility and self-discipline in pupils. It also seeks to develop mutual respect for others and their property. To ensure that the Behaviour Management Policy is effective it is important that there is a consistent whole school approach which provides clear direction and guidelines for staff and sets out the boundaries, rules, rewards and sanctions in a way that is understood by all pupils, parents and staff.

A school's approach to mental health and behaviour includes:

providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.

Mental Health and Behaviour in School (DfE, 2018)

This policy has been informed by the school's duty under:

- \* the Equality Act (2010)
- \* guidance issued by the Government (May, 2011) which describes the greater powers that schools and their staff have
- \* Statutory Guidance from the DfE (March 2012 and 2017)
- \* Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (DfE July 2022 updated May 2023 and then August 2024)
- \* Behaviour in Schools (DfE July 2022)

Teachers have statutory authority to discipline pupils for misbehaviour in school and, in some circumstances, outside of school. In addition all paid staff have this authority unless the Head teacher says otherwise.

### **OBJECTIVES**

- To make all stakeholders aware of positive behaviour management strategies.
- To support children to take responsibility for their behaviour and actions.
- To recognise children who do show the school values in their behaviour.
- To operate a system of rewards and sanctions.
- To encourage all members of staff (teaching and non-teaching) to take responsibility for the behaviour management of children in their care and throughout the school generally.
- To provide a network of support for all staff to assist in the application of this policy. Such support will be provided by colleagues, SENCO, Deputy Head teacher and Head teacher as well as support from Child Psychology Service and Inclusion Support.
- To consult with pupils about their behaviour by rewarding and encouraging good behaviour and by identifying and making pupils aware of inappropriate behaviour.
- To work with pupils on issues related to their behaviour in a sensitive manner, tailoring responses to meet the individual needs of each pupil.

### **WHOLE SCHOOL VALUES AND RULES**

The whole school values underpin the rules. Values allow for the recognition of positive behaviour and a mirror to discuss inappropriate behaviour and actions.

Show **friendship** to everyone.

Show **respect** to everyone.

Strive for **excellence** in what you do.

Show **determination** to succeed in what you do.

Show **courage** to succeed in what you do.

Show **equality** to everyone.

Be an **inspiration** to others.

In the interests of the safety of everyone using the site, scooters and/or bikes are not to be used inside the school grounds. Mobile phones/smart watches brought to school by pupils are to be placed in the telephone box upon entering school and collected at when leaving at the end of the day.

### **Banned Items**

The following items are banned and a search can be made for: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that are reasonably suspected have been or are likely to be used to commit an offence.

### **GUIDELINES**

The following guidelines were agreed by the staff and Governors as recommended strategies for encouraging good behaviour in school.

At the start of each academic year, teachers negotiate a set of classroom rules for their class which aim to create a positive, supportive, safe and secure environment. These should be based on the whole school rules and values. These should apply to EVERYONE in the classroom. Children should be expected to look after the school environment and property, taking responsibility for keeping their surroundings attractive and tidy.

Each classroom and other areas such as the Community Room has a Good to be Green chart that displays each of the children's names. At the start of each lesson all children are shown as being green. Individual classroom rewards such as table points may be used alongside the whole school rewards.

#### **Rewards**

- Verbal praise including the value shown by the child.
- Team points (Keely Hodgkinson, Toby Roberts, Dame Sarah Storey and Alex Yee). Children who demonstrate one of the whole school values are awarded a bronze card on the Good to be Green Chart. If they demonstrate one or more of the school values a second time in the lesson the bronze card is replaced by a silver card. For children who sustain this exemplary attitude, showing one or more of the whole school values in the lesson, they are given a gold card. The child takes this to the Head teacher or Deputy Head who will record this in the Gold Card Book.
- Gold stars are awarded by teachers for one single excellent piece of work or outstanding effort. The child takes the piece of work to the Head Teacher or Senior Deputy Head to receive their gold star.
- Postcard sent home from the Head teacher.
- Asked to be a Monitor or Prefect as a reward for being a good role model (Y6 only).
- Children remaining green for a week have reward time on Friday afternoon and are entered in the class 'raffle'. The child with the winning 'ticket' is awarded a certificate in Tuesday's whole school assembly.

Children who show the weekly Jigsaw PSHE focus have their names added to their class' Celebration Sheet. Their teacher recognises these children each Friday afternoon.

### **Consequences of breaking the school rules**

Staff should deal with incidents promptly, in a calm and fair manner. We avoid shouting, blanket punishments, sarcasm and over reacting as this does not give children a means of improving their behaviour. Secondary behaviours, such as answering back and rolling eyes, should be dealt with after the lesson, by the member of staff involved during a playtime or lunchtime. It should be made clear what value/s the child was not showing and the expectations of their behaviour.

A firm but consistent approach needs to be adopted to ensure the safety and appropriate behaviour of everyone which includes sanctions. This includes the completion of assigned work. Reasonable adjustments for individuals under the Equality Legislation will be made as necessary.

### **Sanctions**

At the start of each lesson all children start at the beginning of the hierarchy of sanctions. The sanctions are:  
A discouraging look.

A reminder of which school value is not being shown.

### **Good to be Green Chart**

1. Warning the child's Good to be Green card is reversed. This can be turned back to green during the lesson if the child shows they are using the school values before the end of the lesson.

2. Stop'n'Think Card.

The child is told which school value they are not showing and moved seats so they are sat separately to continue with their task and also have the opportunity to reflect on how they can show they are using the school values. This is to be for no more than ten minutes.

3. Yellow Warning Card

During lesson time sent to another class for 10 minutes, with an escort (if necessary) and with work to complete. If a task is not completed during lessons because of inappropriate behaviour by an individual, they may lose a playtime with the person who led the lesson so that they can complete the task.

4. Red Consequence Card

At this stage of the lesson a child has had five opportunities to change their behaviour. The child is sent to Key Stage Leader for 10 minutes.

5. If the inappropriate behaviour continues in the same lesson after the child has returned from being with the Key Stage Leader the child is sent to the Deputy Head teacher or Acting deputy Head and parents informed as necessary. The child completes a Thinking Sheet.

6. Senior Deputy Head or Acting Deputy Head to send child to Headteacher as necessary.

Children who receive a Stop'n'Think, Yellow Warning and/or a Red Consequence Card have their name recorded on the Record Log. These sheets are monitored by the Deputy Head and children who are persistently not showing the school values, with the discretion of the Senior Deputy Head, will miss weekly lunchtime and parents will be informed as necessary.

NB Children are not left unsupervised outside the classroom - sending children to stand outside the classroom does not address the behaviour of that child and puts them and the teacher at risk.

Permanent Exclusion can be used for such instances as possession of weapons, dealing in drugs, serious physical or verbal abuse to staff or children, sexual abuse/assault, continued disruption. These incidents may result in police involvement where appropriate.

### **Early Years**

As in Key Stage 1 and Key Stage 2 teachers establish classroom rules for their class. These are informed by the whole school rules and values as well as the effective characteristics of learning.

Young children need to have expected behaviours to be explicitly taught and modelled by the adults around them. The rewards and sanctions below are implemented to reinforce what is expected.

Rewards:

- Children given verbal praise that includes talking about the behaviour that has been shown.
- Children given verbal feedback about the behaviour being shown and given a sticker that names the characteristic of effective learning that the child was showing
- Parents may be spoken to at the end of the day/certificate as appropriate.

Children who have shown appropriate behaviour all week are included in the weekly Good to be Green certificate raffle.

Sanctions:

Verbal warning

No more than 5 minutes away from peers/activity that the child was with

Sent to partner class

If inappropriate behaviour continues when returned from partner class then child is spoken to by a member of SLT.

### **Playtime Behaviour**

- During playtime stand beside the teacher on duty.
- If necessary, inform the class teacher.
- Class teacher will discuss persistent inappropriate behaviour with the Deputy Head.

### **Midday Supervisors' Rewards and Sanctions**

The MDS follow the general guidelines for behaviour management.

#### **Rewards**

- \*Each supervisor nominates a child/children for a Team Point Token every day for excellent behaviour. When these are given the child is told which of the school values they are showing. These are placed in the Team Point tubes in the relevant building.
- \*Each lunchtime the class earns points from the MDS for showing appropriate behaviour. At the end of the week points are added together to find the winning class who are presented with a certificate during assembly.
- \*Each week a child is nominated by MDS, as "Child of the Week" and the child receives a certificate in assembly.

#### **Sanctions**

- \*Children who exhibit inappropriate behaviour are reminded by the MDS.
  - \*If inappropriate behaviour continues they are asked to take "Time Out" with the MDS for up to five minutes. The MDS then speaks to the Principle or Senior MDS who will write the child's name on the Lunchtime List as needed.
- The Lunchtime List is given to a member of SLT at the end of each lunchtime.
- Children who show persistent inappropriate behaviour may be put on a "yellow card" by a member of SLT.
- Children who show serious or repeated incidents of inappropriate behaviour are put on a "red card" by SLT and parents may be contacted by a senior leader.
- Further action to be taken will be discussed during this conversation and may include alternative lunchtime arrangements or loss of privileges.

### **Child on Child Abuse**

The implementation of this policy and the Anti-bullying Policy as well as the PSHE curriculum support the prevention of Child on Child abuse. Any report of Child on Child Abuse reported to a member of staff, including from a third party is taken seriously. Staff act in line with the Safeguarding and Child Protection Policy procedures when managing such reports. This includes dealing with the issue sensitively while completing an assessment of the incident. Records of the incident and actions taken are kept.

### **Involvement of S.E.M.H. Advisory Teacher**

The school may seek advice from the Social, Emotional, Mental Health Advisory Teacher if a child has Special Educational Needs or Disability.

Suspension can be used for instances such as prolonged non-cooperation of school rules, for bad language to staff, some instances of fights, theft, prolonged bullying, inappropriate use of the internet and ICT, deliberate damage to school property, arson, extortion or continued disruption. They can be for parts of the school day such as if a child's behaviour during the lunchbreak is disruptive they can be suspended for the lunchtime period. Following a suspension parents will be asked to attend a reintegration interview. Failure to attend may make it more likely that the court will impose a Parenting Order if the school or Local Authority apply for one

Permanent Exclusion for a serious breach or persistent breach of this policy or if allowing the pupil to remain in school would seriously harm the education or welfare of others in the school. This includes for such instances as possession of weapons, dealing in drugs, serious physical or verbal (including protected characteristics) abuse to staff or children, sexual abuse/assault, continued disruption or persistent bullying. These incidents may result in police involvement where appropriate.

The whole school values are relevant to outside school when children are attending educational visits. If staff note that, whilst on such a visit, a child is spoken to several times for not showing these values a member of SLT will speak to the child upon return to school. Parents may be informed of their child's behaviour. If the child's behaviour puts themselves/others at risk a call will be made to school and the child will be brought back to school as soon as is reasonable.

## CONFISCATION

Staff will confiscate any dangerous items such as weapons. Such items are stored by the Headteacher. Inappropriate items/items causing disruption during lessons e.g. mobile phones, games will be confiscated and returned at the end of the school day. If an item is brought into school several times parents will be approached to request the item is kept at home.

## THE ROLE OF PARENTS

Parents are asked to sign a Home School Agreement at the start of each academic year which outlines the responsibilities of the parent and the school including supporting the Behaviour Management

Policy. Parents do have a role in ensuring their child is well behaved at school. The school may ask parents to sign a Parenting Contract or may apply for a court imposed Parenting Order when their child persistently does not behave well in school.

If a parent should have a concern about their child they should raise this concern with the class teacher in the first instance. If the concern remains or escalates the parent needs to speak to the Acting Deputy Head. This will allow for the concern to be dealt with quickly and at an appropriate level. Continuous or serious issues can then be passed to the Deputy Head then Headteacher if the need arises in the most serious cases. Appointments can be made to see class teachers before school between 8:30a.m. and 8:40a.m. and then after school.

## CONCLUSION

Children with identified SEND including Social, Mental and Emotional Health Needs will follow termly SEND Provision Plan reviews and other SEN Code of Practice recommendations. Reviews of sanctions/Behaviour Charts will form part of these reviews. Children who are felt to pose a health and safety risk to themselves/ others will be subject to a Risk Assessment reviewed in line with its recommendations.

This policy is reviewed annually by staff and Governors to meet the changing needs of the school and to continue to be in line with guidance issued by the Government or any other appropriate agency.

This policy needs to be read in conjunction with the:

- Jigsaw PSHE Curriculum Document,
- SEND and Inclusion Policy,
- Anti-bullying Policy,
- Children's Anti-bullying Policy,
- Safeguarding and Child Protection Policy
- Drugs Policy,
- Restrictive Physical Intervention Policy,
- Equal Opportunities,
- Racial Equality Policy
- Behaviour in Schools Advice for headteachers and school staff (DfE, July 2022)
- Searching, Screening and Confiscations Advice for schools (DfE, July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement Guidance for maintained schools, academies and pupil referral units in England (DfE, July 2022)
- Other related policies as these outline the action to be taken for specific issues.

RLS September 2024

## **Bleakhouse Primary School** **Anti-Bullying Policy**

### **Rationale**

The school recognises that bullying is a serious issue. We recognise the damage it can cause to the education of the victim, the perpetrator and the pupil body as a whole. All children at our school are entitled to be safe, to be respected and to enjoy the environment around them. They have a right to receive their education in an environment free from fear, abuse and without the threat of bullying. This policy is a result of consultation with parents, children, staff and Governors. It is further informed by Preventing and Tackling Bullying (DfE, 2012) and the Equality Act (2010).

### **Definition of Bullying.**

*Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or in cyberspace.*  
*Children's Commissioner, 2017*

At Bleakhouse Primary School we believe that **bullying** is when children threaten, hurt or frighten other children **Several Times On Purpose**. Those children who are bullied often find it difficult to defend themselves against repeated attacks or often prefer not to retaliate.

It is **not** bullying when children fall out with each other or hurt someone accidentally. Where there is 'considerable cause to suspect that a child is suffering, or is likely to suffer, significant harm' the school will address the issue as a child protection concern as described in the Children's Act (1989).

### **Forms of Bullying.**

Bullying can take many forms but the five main types are:

**Physical-** Hitting, kicking, taking/damaging belongings.

**Verbal-** Name-calling, insults, racist remarks, remarks about disabilities/differences.

**Indirect-** Spreading rumours/stories about someone, excluding children from social groups, gesturing/body language.

**Cyber-** threatening e-mails, abusive text messages, comments as listed under verbal above on social networking sites.

**Homophobic/Racist/Disability-** these can take any of the above forms.

The school also recognises there are additional groups such as young carers who can also be subjected to bullying.

### **Objectives.**

To ensure that pupils, parents, Governors and staff are aware of the school's policy on bullying.

To reduce the instances of bullying throughout the school.

To develop an ethos which promotes the acceptance, tolerance and respect of individual differences.

To provide strategies for dealing with instances of bullying, both for the victim and the bully.

To ensure that incidents of bullying are reported so they can be investigated and recorded in line with this policy.

### **Prevention**

In order to reduce incidents of bullying the school will:

- Develop a school ethos that promotes tolerance and respect of all,
- Participate in Anti-bullying activities every year to promote the school's Anti-bullying Policy,
- Deliver anti-bullying lessons in PSHCE, other relevant subject areas and assemblies,
- Deliver training to staff on the Anti-bullying Policy and other associated issues,
- Have displays that provide an Anti-bullying message,
- Train playground Play Leaders annually.

### **Guidelines.**

- Pupils' awareness should be raised about the issues around bullying through the following processes: PSHCE, Assemblies, The Curriculum, Bully Box, Children's Anti-



bullying Policy and School Council.

- The school will consult regularly with parents, children and members of staff about the issue of bullying and how to address the problem.
- It is important that all children understand that bullying in and around school is taken seriously and is acted upon. Members of staff to whom an incident of bullying is reported must make a note of it / include it on the lunchtime list, deal with it as appropriate and report it to a senior member of staff if necessary.
- Children who are bullied should be made aware of the mechanisms by which they can report the incident. They are:
  - directly to the member of staff on duty,
  - to their class teacher,
  - through a friend or with a friend,
  - through the bully box,
  - via their School Council Rep,
  - via a Play Leader,
  - to a prefect
  - to any member of staff they feel comfortable with.
- Children who witness incidents of bullying are made aware of the mechanisms by which they can report the incident (see above).
- When an incident of bullying is reported by parents this will be recorded in the Behaviour Log and investigated. Parents will be informed of any action taken.
- Cyber Bullying- The Education Act (2011) allows teachers to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- Staff, governors, pupils and parents will be made aware of the following strategies for dealing with instances of bullying.
  1. Following initial investigation, the incident and the bully's name will be entered in the Behaviour Log or Lunchtime List. At this point those children involved will be seen by the class teacher or the teacher on duty so that further investigations, sanctions and support may be instigated. Sanctions will involve the loss of playtime and/or privileges. The victim may be invited to have some input into the sanctions decided for the person who bullied them. By standers to any bullying will also be spoken to discuss their behaviour and the need to report incidents of bullying.
  2. A second instance of bullying will result in the child being seen by the Assistant Head or Deputy Head. At this time the victim will also be seen separately/together for the purposes of clarification and to offer support as necessary. Parents may be informed at this stage.
  3. If there are three instances of bullying by the same child then that child will be seen by the Head who will arrange to inform the child's parents. This will be recorded using the school recording system. Further instances may result in the exclusion of the bullying pupil.
- All parties will be made aware of the following support strategies for those children who are involved in instances of bullying.
  1. Teachers/Support Staff counsel the victim looking at coping strategies and assertiveness training. They may arrange a letter of apology from the perpetrator of the bullying. After consultation with parents referrals to external agencies may be made.
  2. Teachers/ Support Staff counsel the bullying pupil to look for strategies to help child modify their behaviour.
  3. Individual behaviour programmes/ SEND Records may be used or, after consultation with parents, referrals for to external agencies may be made.
  4. Work with whole class or group.
  5. Encourage the use of the Bully Box.
  6. Named persons to report incidents to.

### **Conclusion**

An Anti-Bullying Policy provides guidance on what children should do if they feel they are being bullied. It highlights the processes involved in dealing with children who bully whilst offering support for those who are bullied. This policy is also supported by the Behaviour Management Policy and the Safeguarding and Child Protection Policy.

### **Monitoring and Evaluation**

This policy will be reviewed annually through staff meetings, Governors' Meetings and the school council. This will be completed in line with monitoring and evaluation policy of the school.