

Team: Welfare TED Team		Link governors: Welfare Team	
Key issue: Buddy system			
Current position: Buddies are well established in school and over 80% of children want to be buddies.			
Aim: To continue to improve the buddy system to ensure all children are safe and happy at playtimes and conflicts can be resolved.			
What do we need to do?	When	What will the impact be?	How will we measure the impact? (How will we know when we've achieved this?)
<ol style="list-style-type: none"> 1. Make sure the friendship stop is manned by buddies on all days. 2. Buddy training throughout the year. 3. Write a concise job description for the buddies and review the buddy booklet. 4. Interview buddies for the next academic year. 	<p>Ongoing</p> <p>Each half term</p> <p>Autumn 2</p> <p>May/June</p>	<ul style="list-style-type: none"> • Happier children who always have a friend to play with • Buddies continue to improve at their job • Buddies will know exactly what to do and What I Am Looking For (WILF) • Buddies selected for the coming year who have a clear understanding of their job. 	<p>Spot checks – is there a buddy in the friendship stop?</p> <p>Less people needing the friendship stop. Playtime warnings will go down. Pupil conferencing shows buddies are good at their job.</p> <p>Monitor buddies to ensure they know their role</p> <p>Buddy system running smoothly and less warnings at lunchtimes and playtimes. Lots of children remain/begin as buddies for the coming year.</p>
Governor engagement with the plan:			
Invite governors to monitor the role of the buddy and the friendship stop and ensure buddies know their job by pupil conferencing them.			