



Penygloddfa C.P. School Behaviour and Anti-Bullying Policy

Introduction

This policy outlines the current approach to behaviour and discipline at Penygloddfa C.P School. The policy has been drawn up as a result of staff training/discussion, parent consultation, school council consultation and Governing Body discussion and approval.

The implementation of this policy is the responsibility of all staff.

The Principles and Aims of the School

At Penygloddfa CP School we expect everyone to behave well and to work hard. The children of Penygloddfa School make the school a happy place by:

- Caring
- Being polite
- Being friendly
- Nurturing friendships
- Being kind
- Respecting oneself and others
- Being fair
- Being honest
- Having hope
- Being truthful
- Being happy

Penygloddfa C.P. School is a fully inclusive school and believes that every pupil has the right to access all teaching and learning experiences and all other activities and experiences provided for pupils outside the classroom.

To enable this to happen, our school rules are based on 'show me five' from Incredible Years Dina School: children, all staff, parents and governors should adhere to the school rules which are set out below.

Show me five

1. **Eyes on teacher**
2. **Hands to self**
3. **Inside voice**
4. **Walking feet**
5. **Listening ears**

The school, parents and children sign a 'Home, School Agreement' on admission to the school. Every pupil signs to the following commitment:

The child will make every effort to:-

- Work to the best of their ability; at all times.
- Respect the school environment.
- Accept and follow class and school rules.
- Treat all school staff and pupils with respect and be polite and helpful to others at all times.
- Complete all homework on time.
- Respect others regardless of their race, gender, disability, age or religion.

A Supportive Environment

To help pupils adhere to the school rules staff will provide:

1. Models of adult behaviour that are consistent, understandable and positive.
2. Clear and consistent classroom routines (e.g. Show me five)
3. Well organised classroom environments that are tidy, homely and conducive to learning
4. Resources that are in good condition
5. A curriculum (within the capabilities of the school) that meets each child's needs
6. An environment that focuses on positives through praise and rewards (see next section)

Praise and Rewards

Good behaviour and work will be encouraged and praised promptly (whenever possible) through;

1. Positive comments about children's work, behaviour and effort – academic and social coaching.
2. Valuing pupils' work by displaying it attractively
3. Sharing achievements with the class/school and parents
4. Rewards (see below)

Rewards are first of all through praise as outlined above. Rewards are then used to build success through:

1. Stickers – spontaneous rewards
2. Comments on work to encourage children to respond positively to their work
3. Pupil of the week for each class (celebrated in an assembly)
4. Certificates – given to individuals or teams to denote success in various activities. Rewards for Incredible Years principles - perseverance, kindness etc.

How do we manage unacceptable behaviour?

It is important to understand that we cannot control a child's behaviour but we can enable them to make their own choices and then understand the consequences of that behaviour. If a child is engaging in unwanted behaviour (hurting others) give them 'time out' inside the classroom. The time out allows the child to have

approximately five minutes to make this choice, this gives them time to calm down and think rationally. The pupil will then be asked to return to the rest of the class displaying positive behaviour.

Children are individuals and therefore behavioural incidents have to be considered on an individual basis and in line with the school's procedure to address such issues in a consistent manner. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available. If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Punishments should be appropriate both in terms of frequency and severity.

Steps to address behaviour

The following steps provide a framework to address misbehaviour. They are not incremental. A child may experience many Step 1's about a range of minor misbehaviours. Whilst a serious misbehaviour, especially one that hurts another child or adult or causes significant damage to property will be addressed by Step 2 or Step 3.

Step 1

When misbehaviour is identified an adult will discuss it with the child and an appropriate way forward agreed.

For example, through discussion, children should be made to understand what they did, why it was wrong, what school rules were not adhered to and what the consequences are for themselves and others.

They may be reprimanded.

They may need to apologise, either verbally or in writing.

They may need to make a new agreement as to what they will do in future.

Appropriate sanctions may be to:

Do work in their own time.

Have their position in class changed to prevent recurrence and remove temptation.

Be separated from others for a specific period – in the class or out of the class - see section on Time Out.

Lose part or all their break time (dependent upon age of pupil and behaviour to be addressed), this must be supervised.

Step 2

If a misbehaviour continues Step 1 may be repeated. Staff will need to inform parents if a worrying pattern develops or a specific incident is serious enough to warrant such communication. A worrying pattern of behaviour may include repeated bullying, stealing, defiance, tantrums, swearing or disruption of lessons.

Step 3

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur the behaviour is to be recorded in the school behaviour record and a Behaviour Plan will be produced and agreed upon by parents and the school. Guidance may be sought from other agencies at this stage.

Step 4

Should serious misbehaviours continue a Pastoral Support Plan (PSP) will be written and agreed upon during a meeting of all interested parties. In cases such as this a meeting of all interested parties will be held to devise a strategy to help the pupil address their misbehaviour(s) and also what steps the school and parents will take to assist in addressing the behaviour(s) noted. Pupils may receive a fixed-term exclusion or may be permanently excluded during the PSP period if the behaviour continues and/or additional misbehaviours occur. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach, or series of breaches, of the School's Rules or where the alternative forms of behaviour management have been shown to have failed. Normally prior to exclusion external support agencies would have been contacted.

Mid-Day Supervisors and Mid-Day staff

The Mid-Day staff and Supervisor will follow the same procedures as other staff. Very poor behaviour outside at playtime will mean that a pupil is brought in to see the headteacher or deputy headteacher.

Partnership with Parents

Parents have responsibilities which contribute towards the good conduct of their children.

These include ensuring:

- regular attendance and punctuality
- supporting the school as per the 'Home School Agreement'

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings.

Strategies for individual pupils with additional learning needs

The above procedure is to be used. However, the school will need to fully understand the special needs of the child and strategies to use in school to address their behaviour. The school will ensure it has staff trained or planned to have training in identified areas to work with children with additional learning needs.

Time Out

Staff in school follow Incredible Year's strategies in the foundation phase for time out. Time out is a set place in the classroom for extreme behaviour that causes physical harm to others – e.g. biting, punching, and kicking. A pupil will then be asked to continue with unwanted behaviour and have further sanctions or return to the rest of the class displaying positive behaviour. The time out allows the child to have approximately five minutes to make this choice, this gives them time to calm down and think rationally.

Buddy Classes

Buddy classes are to be used when a pupil's behaviour is disrupting the teaching and learning experiences of the class. The pupil in question is to work independently in the 'Buddy Class' and not disrupt the 'Buddy Class'. If the pupil behaviour disrupts

the 'Buddy Class' then the pupil is to go to the Headteacher's office or where the Headteacher is working at that time.

Restraint

Under section 93 of the Education and Inspections Act 2006 all school staff are able to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

More details can be found in the school safeguarding policy.

The school staff also have responsibilities towards parents.

The school should provide a welcoming environment for parents. Good behaviour as well as bad should be drawn to parents' attention. Staff should respect the difficult role many parents have. Time should be taken to explain incidents and school procedures.

When a serious incident occurs parents should be notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter.

Such an incident might be vandalism, hurting a child enough for him/her to receive first aid and or comfort, repeated misbehaviour, known bullying, repeated swearing.

Teachers and governors should be alert to the difficulties and pressures which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness. Sometimes family reorganization may result in children having very disrupted lives and moving between different homes or moving out of areas where they had established friendships. For some pupils, the school may temporarily be the only secure, stable environment. It has been shown that, when children have relationships outside the family in which they feel valued and respected, this helps to protect them against adversity within the family. Pupils may nonetheless feel inhibited about discussing changes in their family lives. Some children take primary responsibility for caring for parents who are sick or disabled. This may have an adverse effect on children's emotional and educational development. The school's processes for recording and identifying pupils with problems should be sensitive to possible links between behaviour and other experiences in a child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development.

In cases where a child's behaviour at school indicates serious problems at home, schools must be alert to the need to involve social service departments.

ANTI-BULLYING

Penygloddfa is a KiVa school and we follow KiVa procedures.



Our Aims:

- To prevent bullying at Penygloddfa C.P. School.
- For everyone – children, parents and staff – to be more aware of bullying.
- To make everyone secure enough to report bullying without fear.

What do we mean by bullying?

- ◆ Bullying is clearly defined by KiVa as harmful behavior /degrading treatment which is:
 - deliberate
 - repeated
 - targeted at a relatively defenceless or a less powerful person.
- ◆ Bullying spoils other children's activities by showing *hostility with intent*. It can be rough and intimidating behaviour.
- ◆ Boisterousness is often uncontrolled behaviour but it is not unfriendly or malicious in intention.

Types of bullying

- Most often bullying is verbal: name-calling, public ridicule.
- Indirect bullying means treatment such as excluding a person from a group, or spreading mean stories about him/her.
- Physical bullying can be pushing, hitting, kicking...
- Cyberbullying is a relatively new form of bullying which employs computers, tablets or mobile phones.

What is not bullying?

- Bullying is not...
 - a conflict
 - an argument
 - a fight
- ...instead it is a manifestation of a repressive relationship; an abuse of power and strength.
- On average, 10% of school-aged children are targeted by systematic bullying.

Goals of the KiVa program

- To reduce bullying.
- To prevent new bullying incidents from occurring.
- To minimize the negative effects caused by bullying.

How do we stop and discourage bullying?

- ◆ We use the KiVa anti-bullying program to educate children about bullying and do deal with incidents of bullying.
- ◆ We make it clear to all children which behaviours we encourage and which behaviours are unacceptable.
- ◆ We award stickers, points and certificates for kindness and helpfulness.
- ◆ We discuss behaviour with the classes and in collective worship.
- ◆ We teach all children to resist bullying behaviour themselves.
- ◆ We teach all children to support and look out for each other against bullying.
- ◆ We have an anti-bullying programme to raise awareness.
- ◆ We provide training for staff on behaviour management.

And through:

- KiVa lessons and assemblies
- PSE & Circle Time
- Collective Worship

How do we deal with bullying behaviour?

- ◆ We try to discover what is behind the bullying and teach the child who is bullying alternative ways of behaving towards others.
- ◆ The KiVa team deals with incidents of suspected bullying. The team consists of Mr. Macdonald, Mrs Carter and another KS2 teacher (changed termly).
- ◆ Detailed notes are kept of any suspected bullying incidents and kept in the KiVa file.
- ◆ We use this policy and the KiVa program.
- ◆ We seek the involvement of outside support agencies and parents if necessary.

Support and Guidance

- ◆ Parents are informed of the Kiva program at parents' information evenings.

- ◆ Any child can ask a member of staff for help.
- ◆ Parents may also seek advice from the school.

SUMMARY

Please remember that the vast majority of our pupils are well behaved and we are proud of the high level of parental support we have. Where pupils' behaviour falls short of our expectations, parental involvement and support are of crucial importance, in realising positive and sustained change.

Discipline is seen in the wider framework of moderating and improving children's behaviour. The basic requirement is that pupils should be polite and thoughtful towards others.

Our school is a very special and unique community, in which all staff have high expectations of pupils' behaviour. These expectations are expressed through our whole school rules, which apply to all. Good behaviour is expected, praised and rewarded.

There is no place for violence, bullying, harassment, rudeness or bad language in our school.

Policy Review Information

Policy Reviewed: May 2017

Next Review: May 2019

Chair of school council signature:

Chair of school council print name: Katie Benbow (year 6)

Chair of Governor's Signature:

Chair of Governors Print Name: Viv Briskham

Headteacher's Signature:

Headteacher's print Name: Jim Macdonald