

Cradoc C P School



Policy for School Discipline, Behaviour and Anti- Bullying

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22nd September 2009

Reviewed at at Governor's meeting on 27th September 2011

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Next Review Date Autumn 2016

At Cradoc School we are very proud of the way in which the majority of our pupils behave, both in school and off the premises. One of our aims as a school is to prepare the children "to become well informed, responsible and caring citizens in the future". As such, we expect our children to show respect for their peers, teachers and other adults; to take care of their own and others' property; to be polite and well mannered, and to follow the school rules. We also strongly believe that sound discipline ensures that pupils feel safe, cared for and respected and that this also helps to prevent bullying and maintain a good learning environment.

Staff at Cradoc School have received training and have decided to adopt the principles of Assertive Discipline. A reminder checklist and guidance are contained in the Appendix to this Policy. Assertive Discipline aims to reward good behaviour and to consistently control inappropriate behaviour, including bullying.

Pupils are made aware of the school rules; they are expected to behave responsibly at all times and we look to 'catch children being good'. Such behaviour is rewarded in a variety of ways e.g. stickers, reward raffle tickets, certificates, class rewards.

The aim is to help children to understand that they alone are responsible for their behaviour choices. If they choose to break the rules, they undertake a series of sanctions or 'consequences' designed to deter such behaviour.

As a school we are committed to promoting these strategies to ensure:

- All children know what behaviour is acceptable and expected of them.
- Good behaviour is promoted and celebrated.
- All children are dealt with consistently if they choose not to follow the rules.

The school has six 'Golden Rules', based on the school's vision and aims, which the children must follow at all times. Each class also discusses and chooses a few class rules, which they feel are pertinent to their own classroom. The school's Golden Rules are:

- Care for each other, care for our school and care for our community
- Respect everyone, respect everything.
- Aim High.
- Discover things every day.
- Organised – ready to learn
- Communicate – sharing our ideas and worries together

Sanctions are undertaken in a hierarchical order. The sanctions are:

- Reminder of the rule that is being broken.
- Warning (often called the "yellow card").
- Time out away from group/class (2 – 15 minutes).
- Lose part of playtime (2 – 15 minutes)/ work at the "finishing off zone" during playtime.
- A verbal warning by the Headteacher or Deputy Headteacher.
- A letter to parents informing them of the incident and requesting that they come into school to discuss the problem and ways to move forward and to improve the situation. If the problem is persistent, this may include the implementation of a Behaviour Modification Plan, with or without support from outside agencies.

- Regular reviews of progress, involving parents and support agencies where appropriate.
- In particularly severe or persistent cases, the Headteacher may exclude a pupil for up to 5 days without consulting the Governing Body.
- Permanent exclusion after consultation with the Governing Body and the LA. Parents have the right to appeal to the Governing Body against any decision to exclude.

NB a more serious problem, eg an incident resulting in a risk to the pupil himself/ herself, other pupils, members of staff or the public may result in entry further up the hierarchy.

Whilst Assertive Discipline is very effective in raising self esteem and in promoting positive and acceptable behaviour, there are times when such strategies are ineffective and more serious measures need to be implemented.

Challenging Behaviour/Bullying

At Cradoc, no form of bullying will be tolerated.

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of status or other gratification to the bully. Bullying is meant to hurt. It is deliberate. It is usually repeated over a period of time, although it can be a single unresolved frightening incident which casts a shadow over a child's happiness or security.

Incidents of challenging behaviour and/or bullying may include:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding
- Wilful damage to property
- Theft
- Disruptive behaviour in class
- Excluding others

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. We have put into place a variety of strategies and actions aimed at positively deterring unacceptable behaviour and/or bullying.

Strategies to prevent bullying and/or unacceptable behaviour

- **Working with parents and carers** to promote good behaviour and to establish a partnership whereby parents feel able to come into school to discuss matters of concern with staff.
- **The School Council** works with the staff to develop anti-bullying strategies. They have raised money to provide equipment in order to make playtimes more fun. They regularly carry out questionnaires to ascertain needs and to improve provision for pupils. They have a 'Suggestions Box' and a 'Feelings Box' so that pupils' concerns and opinions can be heard in a confidential manner. They have bought a 'Buddy Bench' and have introduced a system of 'playtime buddies' aimed specifically at promoting a feeling of security for all pupils.
- **Assertive Discipline** techniques are used by all staff in school in order to promote positive behaviour, to consistently deal with unacceptable behaviour, and to help pupils

recognise that they alone are responsible for their own behaviour. The first two of the school rules promote anti bullying, care and respect.

- **Whole School Assemblies** regularly deal with bullying issues and encourage pupils to confront challenging situations and the need to make the right choices. These issues are also reinforced through Circle Time and the PSE curriculum.
- **The ethos of the school** encourages pupils to be aware of their uniqueness and to have confidence in themselves and their own abilities or talents. Everybody is valued and treated with respect.

However, despite these initiatives, everyone at Cradoc is aware of the need to be vigilant and to have effective strategies in place should bullying occur.

What children can do if they are being bullied

Each term, or when incidents occur, class teachers will discuss bullying and will reinforce the following strategies:

- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No". Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse.
- h) Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and deal with the bullies in a way which will end the bullying and not make things worse for you.

What do you do if you know someone is being bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected, we will:

- a) Talk to the suspected victim and any witnesses.
- b) Identify the suspected bully and talk about what has happened to discover why they became involved. Make it clear that bullying is not tolerated at Cradoc.
- c) If the bully owns up, then sanctions procedures outlined in the Behaviour/discipline Policy will be followed, including, if necessary, exclusion from school.
- d) Incidents of bullying are recorded as such in the School Incident Log.
- e) If the suspected bully does not own up, investigate further. If it is clear that they are telling lies, continue with the procedure.

- f) Continue monitoring the situation to ensure no repetition. The follow up findings will be recorded in the monitoring section of the School Incident Log.

Physical Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then reasonable physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to a member of the SLT, who will take immediate action to involve parents.

A record will be kept of the incident.

The Headteacher or Deputy Headteacher will work with staff and parents to devise a behaviour plan to meet that child's needs. This may include involvement with other agencies e.g. social services / educational psychologist.

Where 'physical restraint' is identified as a strategy needed in the care of any child, the appropriate training will be provided for staff that will need to implement the behaviour plan.

Role of parents

General Support:

Parents are informed of the rules and their support in promoting these is encouraged and valued. Parents can help:

- By reporting to staff any difficulties or changes in circumstances at home.
- By recognising that an effective school behaviour policy requires close trust and a partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and their importance.
- By attending parents' evenings and parents' functions and by developing regular informal contacts with school.
- By knowing and recognising that learning and teaching takes place in a sound disciplined environment.
- By recognising and remembering that staff aim to deal with behaviour problems fairly, patiently and positively.

Bullying:

Parents have an important part to play in preventing and minimising bullying. We ask parents to:

- a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- b) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow. Make sure your child reports incidents immediately.
- c) If your child has been bullied or had problems with a child, please do not approach that child on the playground, or involve an older child to deal with the bully. Please inform school immediately.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your child that it is not their fault that they are being bullied.

- f) Reinforce the school's rules and behaviour policy concerning bullying.
- g) If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with in consultation with parents and other outside agencies if found necessary.

Appendix:

**Assertive Discipline/ Positive Behaviour Management Checklist/ Guidance for Adults
Dealing with Children**

Take time to identify 'hot spots' and put strategies in place to deal with these. Negotiate class rules with your class.

- Ensure that rules are specific and that the children clearly understand what they mean.
- Display school 'Golden Rules' and class rules where children can see them, along with sanctions and reward system.
- Constantly look to catch children being good and coach towards success – this is on-going. Help the children to realise that they alone are responsible for their own behaviour.
- Negotiate class rewards and ensure that children are able to achieve these on a regular basis.
- Use sanctions consistently.
- Do not be drawn into argument with a child – use the 'broken record' technique. Keep your voice low and quiet and avoid shouting across the room.
- Use the reward system to raise the self esteem of poorly behaved pupils.