



Policy Name: Behaviour, Discipline and Bullying Policy

Approved by: _____ on _____

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Behaviour, Discipline and Bullying (including Cyber) Policy

Beliefs

It is our belief that appropriate behaviour is an important aspect of school life. It is a necessary condition for effective teaching and learning to take place. Staff have the right to teach and pupils have the right to learn, in an environment in which each individual considers the effects of his/her behaviour on other people. Appropriate behaviour is also a requisite for the health and safety of individuals in a school community. We believe that the promotion of good behaviour in an individual, in school, can have a positive effect on how that individual is viewed in other environments, such as on school visits, in the local community and in society at large.

Aims

It is our aim to establish a positive ethos designed to provide pupils with the opportunity to learn consideration for the feelings of others from a very early age. Pupils will be actively encouraged to develop self discipline and appreciate that rules of the school and society are designed to keep everyone safe and happy.

All staff recognise the need for a whole-school approach in maintaining good behaviour within the classroom and the wider school community while supporting pupils in coming to terms with their emotions and subsequent behaviour. Staff will aim to be firm and fair in exercising control, showing an awareness of the attachment and trauma theories and implementing the ‘emotion coaching’ style of support by connecting in a calm and regulated way, relating to the emotions being felt by the pupils but guiding them so that they make better decisions and choices. Staff should be calm, be consistent and clear to all when applying rules and have clear expectations of pupils’ behaviour. They will aim to be sensitive to individual pupils’ needs without compromising their role. All staff will set good standards and examples for children and encourage them to conform to the behaviour code within the school.

Objectives

We expect these beliefs and aims to be realised through the following objectives:

- Developing a positive school ethos based on the ‘emotion coaching’ approach.
- Understanding the responsibilities of the individual.
- Understanding the importance and application of a whole-school approach and teamwork.
- Agreed rewards.
- Agreed sanctions.
- Additional learning needs.
- Policy on bullying.

Developing a positive school ethos

All pupils and staff need to respect each other's right to teach and learn without audible or visual distraction from adjoining areas within both school sites. Staff and pupils need to realise the effect of their voices carrying, whilst acknowledging that silence is rarely necessary.

At the beginning of the school year, a minimal set of rules for the safe practice and good manners of individuals, groups and classes, indoors and outdoors, are established by pupils. The expectations of staff are made clear, on issues such as: work habit; moving around the corridors, classrooms and schools; using the libraries and communal areas and kiva; safe practice in PE; using the playground and play equipment; fire drill; and, basic rules for safety and harmony.

Morning assembly and collective worship is an important part of the school day. Stories and prayers that make up a part of morning assembly often reflect and support positive behaviour and moral values. The children are encouraged to take responsibility for their own behaviour and so be aware of the importance they have in the school community; a sense of ownership of the school is promoted.

Pupil groups are elected by their peers at the beginning of the school year. The groups include: School Council; Eco Committee; School Watch; Ambassadors for the Children's Commissioner for Wales; Junior Road Safety Officers; Sports Ambassadors. Play Heroes are selected by interview in conjunction with Play Works and Year 6 pupils have the opportunity to become prefects within the school. All these roles carry an element of responsibility to help make the school a safe, harmonious and productive community for all its members. Within each forum the pupils are able to represent the views of their classmates on issues such as: fair play; the needs of the pupils in the classroom and playground; personal security and security of belongings; tackling bullying; the impact of vandalism; and, the school's place in the local community.

Extra-curricular activities are available to children, before, during and after school. Here the virtues of socialisation, commitment, dedication and teamwork are promoted and developed in an informal setting. Clubs are aimed at promoting self-image and raising self-esteem, as well developing skills in a particular sport or craft.

The playgrounds have been developed to be conducive to safe and stimulating play.

Foundation Phase

The Foundation Phase has a range of fixed and free play activities in the yard. Pupils are encouraged to play collaboratively and cordially with each other. Two members of staff supervise the yard to ensure pupil safety. Safe use of the play equipment is modelled and expected from the pupils to ensure that all are safe.

Lunchtime Supervisory Assistants are responsible for ensuring good behaviour and are encouraged to facilitate pupils playing together in the yard.

Key Stage Two

Within the Key Stage Two site there are agreed areas for certain types of play, such as football, sprints, skipping, and table top games. Picnic tables and benches provide seating. The playground is marked for curriculum use and break time use. There is secure storage for bicycles and scooters.

There are also opportunities for children to use fixed play equipment such as the climbing frame or the quiet hut area. New yard markings have been installed to encourage active playtimes and constructive interaction between children and adults.

School Watch oversee the use and storage of outdoor games and toys, including play packs on free hire from Play Works. School Watch members and Play Heroes act as playtime buddies. The playground is deliberately 'open' without hidden areas attractive to potential bullies. At break times, two members of staff carry out supervisory duties outdoors and one indoors, for pupils who have a sanction to follow.

Lunchtime Supervisory Assistants are responsible for particular zones of the playground and encourage pupils to use yard markings or playground equipment for constructive play or traditional games. The whole area is covered by CCTV cameras. Indoor table top games are provided for constructive and sociable play during wet weather break times.

Responsibilities of the individual

Appropriate behaviour is expected from all pupils in the school. It is a school aim that children should feel safe and secure in school and that they be treated with respect by their peers and by adults in the school. It is also a school aim to promote self esteem and levels of well being in all children. The adults within the school will seek to connect, relate to and guide individuals when their behaviours are not appropriate.

Responsibility for the good behaviour of a class lies, in the first instance, with the class teacher. If a pupil is persistent in his/her unacceptable behaviour, the teacher firstly needs to seek out any possible underlying cause, secondly to examine his/her own practice, and thirdly, to liaise with the leadership team and parents in a bid to change the behaviour for the better. Similarly, support staff should follow a similar course of action when confronted with unacceptable behaviour.

Serious offences should always be reported to the head teacher, or deputy head teacher in the absence of the head teacher. However, the staff member's views about the offence should be made clear to the pupil before reporting him/her to the head teacher. Serious offences include: refusing, fighting, stealing, vandalism, threatening behaviour, bullying, substance misuse, sexual harassment and racial harassment.

The authority for establishing a safe and productive work or play environment lies with the adult. All staff should aim to be fair, firm, consistent and understanding with pupils. Confrontational situations between adult and child are unhelpful and serve no purpose and the adults in the situation should provide the soothing and co-regulation to bring calm to any incident. Instead, staff should aim to confront the issues and help pupils develop strategies to enable them to handle conflict. The philosophy that underpins our action is that it is the behaviour that is unacceptable and not the person. The

emotion coaching approach has been discussed and training provided for staff to support the pupil by ‘naming the emotion to tame it’, relating to the individual and the emotions that they are feeling but also, and importantly, letting the individual know that the behaviour is not acceptable and alternative methods and solutions presented for co-learning to take place.

Understanding the importance of a whole-school approach and teamwork

A common code of conduct should be promoted by all staff and expected of all pupils. Pupils need to understand that members of staff will deal with incidents of unacceptable behaviour in similar ways and are likely to apply the same sanctions. Staff will encourage pupils to practice self-discipline and self-control, by promoting a basic set of concise expectations:

- Basic good manners are desirable, e.g. saying please / thank you / excuse me, holding doors open for each other in line with our school motto.
- Everyone should take turns, wait in line and not push in.
- Pupils should address adults by their names, just as adults address pupils by their names.
- Pupils should gain attention in an appropriate manner.
- Pupils should accept ‘no’, with an explanation, as reasonable and not necessarily negotiable.
- Pupils should listen without cutting across a member of staff or other pupil, or answering back.
- Pupils should comply with requests as soon as requested.
- Pupils need to keep hands, feet, objects and negative comments to themselves and be taught how these actions can hurt others.

Agreed Rewards

Good behaviour brings rewards and should be recognised and noted by staff, whether the good behaviour is the norm for that pupil or whether it is an effected behaviour change from unacceptable to acceptable or good. The rewards below have been discussed with pupils from the school and are agreed by them. Rewards should be intrinsic, i.e. the satisfaction gained from doing something well for its own sake, or because it is the right thing to do. Some rewards can also be extrinsic. The positivity of the ‘feeling’ and recognition should be reinforced. Good behaviour can be rewarded by:

- A few words of praise by the member of staff, privately or publicly.
- Use of reward stickers on books or jumpers to promote good work, effort and behaviour
- Use of the Class Dojo system to reward individuals and groups of pupils who show good examples of behaviour. Senior Management Team can track the award for positive behaviour ‘dojos’ and reward classes or groups as appropriate.

- Use of reward stickers for positive behaviour in the yard by Lunchtime Supervisors.
- Use of ‘Star Pupil’ and other award certificates in the weekly celebration assemblies.
- Every week, children who have been given the role of ‘Playground Friends’ will choose another child to be their ‘Star of the week’ for behaviour on the playground.
- Positive reporting to parents, in person, by telephone/text message or by reading record.
- Referral to other classes or teachers to share work.
- Referral to head teacher for recognition.

Agreed Sanctions

Sanctions are applied as a consequence for unacceptable behaviour. They must not be reneged upon after a considered decision has been made to apply the sanction. Sanctions should be applied only to those pupils who **will not** rather than **cannot**. Pupils have been consulted on the sanctions outlined and are in agreement with them. The following criteria are employed when imposing sanctions:

- Employ the lowest level of intervention to achieve the desired result.
- Respond only to the primary issue and not to any secondary behaviour.
- Plan the sanction and think it through.
- Give a clear warning of the consequence the continued unacceptable behaviour will bring, thus placing the responsibility for the consequence firmly with the pupil.
- Reach a decision and then deliver the sanction in a calm, mindful manner.

Sanctions should be viewed on a tariff basis, so that the sanction is appropriate to the level of unacceptable behaviour.

- In both stages, the pupil has ‘dojos’ removed from the class reward system.
- Pupil is withdrawn for a ‘calm down’ period, from the assembly, lesson, to the wet area or library, or a quiet spot in the playground, if outdoors, where s/he can be observed by the teacher and teaching assistant. At no time should any child be left unsupervised and children in the Foundation Phase should not be away from the class for longer than ten minutes.
- In Key Stage Two, pupil spends break time in the duty teacher’s classroom. Class teachers should record the event to monitor patterns of behaviour. Pupils may be removed from Dojo time if they are in negative credits. Teachers should be aware that some pupils may be using behaviours to avoid going into the yard for particular reasons. This should be considered and alternative sanctions applied if the teacher feels this to be the case for the individual pupil concerned.
- If the behaviour continues to be disruptive or unacceptable, the pupil should be reported to a member of the Senior Management Team and sent to another class for a specified time to complete their task or as a ‘calm down’. This should be used sparingly to prevent the pupil seeing this as an escape from work or

activities. This should also be used sparingly by teachers to ensure that it does not affect behaviour in the receiving class.

- The class, or part of the class, remain in the classroom, under the supervision of the class teacher, during a break time.
- The pupil is sent to the Headteacher, with a written explanation by the teacher, or with a TA or companion, stating the unacceptable behaviour.
- The pupil's parent/carer is contacted by the teacher.
- The pupil's parent/carer is contacted by the head teacher.
- The pupil is placed on a 'weekly monitoring sheet' for behaviour following a meeting with the pupil, parents, class teacher and head teacher for repeated similar incidents of poor behaviour.
- An Individual Behaviour Plan is constructed by staff, pupil and parent/carer in partnership with the ALNCo.
- The pupil is excluded.

In Key Stage Two, if a pupil has to miss a break time by spending it in the duty teacher's classroom, under supervision, then a constructive activity should be given to the pupil to complete whilst there. The constructive activity should be provided by the adult who imposed the sanction. Supervision of sanctioned pupils is determined by a duty rota constructed by the Deputy Headteacher. As stated, sanctions should only apply to pupils who will not rather than cannot. If a child is having difficulty with a piece of work s/he should be helped to overcome the difficulty and not punished for it.

Constructive activities could include:

- Writing constructively about the unacceptable behaviour.
- Writing a letter of apology to whom it may concern.
- Writing a letter to the parent/carer explaining why the sanction was imposed.
- Writing a reminder to oneself about what is required and when it is required.
- Completing a blob tree to show how they and the other person felt
- Discussing alternative ways of handling situations with an adult to provide 'co-learning'

Additional Learning Needs

It is accepted that some pupils may have behavioural difficulties which are a manifestation of emotional, social or educational special needs. Whilst these pupils will be expected to conform to the agreed code of conduct required of all those in the school community, it is likely that they will need more help, time and resources in practicing positive behaviour.

Such pupils will be entered on the ALN Register and will be supported as follows:

Identification

Staff operate procedures for dealing with behavioural difficulties that are agreed between staff and between child and teacher.

School Action

Individual behaviour plans are followed after liaison with parents/carers and discussion with the child. Boxall Profiles are undertaken and activities allocated to target identified areas for development.

School Action Plus

Individual behaviour plans are developed with the assistance of the Behaviour Support Service and a period of intervention entered into.

Referral for Statutory Assessment

Reports for statutory assessment are formulated and forwarded, based on a clear record of the school's efforts to support the child at each stage of the process.

Refusal

Where emotional, social or behavioural problems become increasingly severe, a child can occasionally refuse a request made by an adult, or become abusive or aggressive. Agreed practice in dealing with such situations is as follows:

- Repeat the request in a non-confrontational way, allowing the child 'take up' time.
- Remove the audience by re-locating the class to a different area.
- Inform adjacent staff and head teacher via a green card.
- Contact parents/carers to discuss situation.
- Discuss situation, possibly at later time/date, with child and parent/carer, and apply sanctions as necessary.

Positive Handling

The Governing Body has adopted NPTCBC's policy on the use of reasonable force to control and restrain pupils. Reasonable force may be used to prevent a pupil doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere in the school.

At Melin Primary School, staff (teachers, teaching assistants, administration officers and headteacher) have undertaken Team-Teach Training. Training is renewed every three years.

When it is known that a pupil's behaviour might require physical control or restraint, a specific risk assessment and plan should be drawn up for that pupil (Positive Handling Plan) with parents and communicated to parent/carer, staff and pupil.

Incidents, where restraint is used, are recorded using the Team-Teach Significant Incident Record. This includes incidents that are out of the ordinary and not part of the Positive Handling Plan (PHP) for those pupils who have a PHP, and for incidents involving pupils who do not have a PHP. Parents/carers should be informed promptly if positive handling has been used and given the opportunity to discuss the incident by phone and in writing.

Bullying including Cyber Bullying

Bullying, in any form, is unacceptable, and is regarded as a most serious offence. This includes any bullying actions within the school, on the way to school and on the way home from school. It is the right of all children to have a safe and secure environment, free from bullying in which to play and learn.

Bullying includes any form of physical, written/typed (online or on paper) or verbal behaviour which can be aggressive in nature and/or is intended to make the receiver feel bad and the perpetrator feel good. Examples of bullying are teasing, pushing / hitting / fighting, name calling, excluding, intimidation, making malicious comments or spreading malicious stories. These may be done 'face to face', through third parties or through social media.

Pupils are advised frequently, through assemblies, and PSE lessons about actions to take if they are being bullied. They are helped to understand that if a school does not know that a pupil is being bullied, it cannot help. The actions are:

- 1) Get away from the situation, if you can.
- 2) Tell an adult in the school who you can trust to help you. Ask a friend to help you tell an adult if you need to or use the online reporting facility on the school website.
- 3) Tell someone in your family what is happening.
- 4) Do not blame yourself for what has happened or is happening.

Pupils will be gently asked by the adult to give them as much information as possible:

- To describe what has happened to the pupil.
- How it makes the pupil feel.
- How often it has happened.
- Where it has happened.
- Who was involved.
- Who saw what happened.
- What the child has tried to do about it.

The issue of bullying is one that requires a whole-school approach if it is to be tackled successfully. A corporate message about dealing effectively with bullies must be understood by all staff and pupils. All staff have a duty to stop any bullying that they

witness, or any incidents that have been brought to their attention. Staff will err on the side of action. Each case of bullying, or suspected bullying, must be recorded (with written statements taken) investigated and reported to the Headteacher. The knowledge that written statements will be taken should help to stop spurious complaints being made.

Parents will be informed of any incidents of bullying in which their child is involved – as victim, perpetrator or bystander. Victims will be offered help, advice and support, and can also be referred to the School Based Counsellor, depending on the child's age. Bullying is acknowledged as a serious offence within the school and one that brings serious consequences. Bullies will be punished according to the severity and frequency of the bullying.

Over-riding Principles

The re-enforcement of the policy must be consistent, applied by all staff and be positive. Every child has the right to a fresh start every day and to feel that they have the power to change their behaviour for the better. It is expected that parents will discuss issues with their children at home and work with the school to try and resolve any difficulties.

Monitoring, Evaluation and Review

This policy will be monitored annually and amended as necessary in light of any major incidents and/or significant changes in the school community.

T. Richards

October 2020