

YSGOL MEIFOD

Anti bullying, Behaviour and Discipline Policy

Polisi Gwrth Fwlio, Ymddygiad a Disgyblaeth

Cadarnhawyd gan y Corff Llywodraethol/

Policy approved by Governing Body

Dyddiad / Date: Mawrth / March 2021

Llofnod Cadeirydd / Chair's signature:

Llofnod Pennaeth / Headteacher's signature:

Dyddiad adolygu / Review date: Hydref / October 2023

“Good behaviour is a necessary condition for effective teaching to take place.”

(Education Observed 5 – DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that the community and society expect good behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To be generous with praise.
- To promote self-esteem, self-discipline, positive relationships and a proper regard for authority.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

Every adult at school has an important responsibility to model high standards of behaviour, both in dealing with the children and with each other, as this example has an important influence on the children.

As adults we should aim to:-

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- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage and reinforce good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures need be designed to make it clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

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- be kept to necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The school rules are:

- we listen carefully to everyone
- we walk in school at all times
- we are polite to everyone
- we work hard and play fairly
- there will be no teasing, fighting or bullying in or around the school

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal, and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly note-worthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Permitted Sanctions

1. Verbal warning – bubble time –no rewards given during bubble time as it is a time for reflection.
2. Second warning to pupil to follow rules. If there is a third breach of the rule within one session then the pupil will be sent to the headteacher. Pupil to miss one playtime. A record is made in a discipline book.
3. If a child is sent twice during the week to the headteacher the headteacher will inform parents. Pupil to miss lunchtime / playtime activities.
4. If this pattern of behaviour is repeated then parents will be invited in to school to discuss the behaviour with the class teacher and headteacher and further withdrawal of privileges.
5. Agree with parents an individual pastoral plan.
6. Internal exclusion within school.
7. Contact the authority to get support.
8. Fixed term exclusion
9. Permanent exclusion.

Sanctions range from expression of disapproval, through withdrawal of privileges, letters to parents written by the pupils stating what their unacceptable behaviour has been. Contacting parents by telephone or by letter to explain why a course of action has been taken and, ultimately and in the last resort, exclusion (following LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions in the classroom. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist support and advice from external agencies may be necessary. This possibility would be discussed with parents and the teachers involved.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns are discussed openly between all members of staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the

development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Bullying

“Bullying is deliberate harassment or an aggressive act which causes hurt to another. The hurt can be physical or psychological; inflicted by one child or a group”.

Bullying covers a wide range of behaviour from teasing to, in more serious cases, inflicting serious physical harm. It includes:-

- Being, kicked, pinched, spat at or threatened
- Being called names
- Making a fool of someone
- Teasing or sending nasty notes
- Spreading rumours and malicious gossip about someone
- Repeatedly excluding a child by not talking to them or not letting them join in
- Deliberately destroying another child's property

The most common type of bullying is being picked on, followed by teasing, then hitting or kicking and, less frequently, extortion.

Aims

We seek to provide a caring environment in which pupils are provided with experiences, opportunities, activities and challenges which encourage each individual to be independent, well motivated and to achieve his/her full potential in academic, social, physical and emotional development.

If we are to achieve our aims it is necessary that children are provided with a safe and caring environment in which they feel able to express their concerns and where bullying is openly and consistently addressed.

Policy Objectives

1. It is essential that all concerned fully understand what is meant by bullying.
2. Children who are being bullied understand that they are not to blame and must tell an adult (parent, teacher, assistant or mid-day supervisor).
3. Create an environment in which there is a mechanism for preventing bullying and dealing with it swiftly when it occurs.

School Guidelines

- It must be established that bullying is unacceptable, both inside and outside school.
- Teachers / Assistants / Mid-day Supervisors will take bullying seriously by:-
 - Taking a zero tolerance view on bullying within the school.
 - Looking for early signs of distress.
 - Listening carefully and noting incidents.
 - Offering immediate support.
 - Making it clear to the bully that the behaviour is unacceptable.
 - Assistants and mid-day supervisors bring any incidents to the attention of a teacher.
 - The class teacher refers problems (which cannot be dealt with in a class situation) to the attention of the Headteacher.
 - In cases of prolonged or serious bullying incidents the Headteacher informs the parents that the behaviour is unacceptable.
- All members of staff will be consistent in the way they deal with bullying:-
 - Being firm but not aggressive where physical restraint is necessary.
 - Making it clear to the bully that their behaviour will not be tolerated.
 - Offering the victim support.
 - Responding to the incident in a structured way, i.e. through classroom projects, discussions or assemblies.
 - Informing parents of action taken or intended action.
 - Informing the Child Protection Co-ordinator of the local Social Services Department if bullying is particularly serious.
- Cases of bullying should be seen as serious breaches of the school rules.
- Pupils and parents will be informed of the school's approach to bullying and to the school's Anti-Bullying Policy, if/when bullying occurs.
- Listen to and recognise the importance of children's views on bullying.

Lunch-time / Playtime

Playtime and particularly lunch times are when most bullying can occur. It is therefore necessary to ensure that:-

1. All pupils are in an area where they can easily be observed and supervised. It is, therefore, essential that all children are outside together or during wet weather that they all remain within their classroom with and engaged in appropriate activities
2. That mid-day supervisors take any sign of bullying seriously and report any signs or knowledge of bullying to the class teacher.
3. All staff including mid-day supervisors clearly understand their responsibilities and how it is to be implemented.

Parents

Always listen to your children if they complain about being bullied. Try to make a judgement about whether it is a real case of bullying or just children getting things out of proportion. If in doubt **always** come into school and seek advice. We are here to help sort it out.

What is bullying?

- Being, kicked, pinched, spat at or threatened
- Being called names
- Making a fool of someone
- Teasing or sending nasty notes
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Ways we deal with bullying

- We make it clear to children that bullying is not acceptable in this school or outside through assemblies, discussions and curriculum work.
- We encouraged anyone who is being bullied to tell an adult immediately.
- We respond to any incident of bullying with a thorough investigation.
- We positively discourage children from hitting back or retaliating in any way.
- We provide suitable punishment for children who have been bullying others.
- We inform parents of children who continuously bully others or where behaviour is unacceptable.