

LLANSANFFRAID CHURCH IN WALES PRIMARY SCHOOL

Good Behaviour Policy incorporating Anti-Bullying Policy

Introduction

In order to achieve a caring, stable environment where the atmosphere is happy and hardworking, it is essential for us to adopt a clear code of conduct acceptable to each individual. A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to this policy.

Code of conduct

Everyone will act with courtesy, respect and consideration to others at all times.

Pupils

To achieve this, pupils must:

1. Be considerate and respectful to others
2. Understand other people's point of view
3. Speak nicely and considerately with others
4. Move gently and quietly around the school
5. Be ready to help others by opening doors, standing back to let people pass, offering assistance wherever needed
6. Keep the school clean and tidy so that it is a welcoming place to be proud of.
7. Always put litter in bins; take care of displays of work; wipe shoes on the mats provided at the various entrance points
8. Understand that it is important to demonstrate good behaviour both in and
9. out of school
10. Be a good citizen
11. Remember and understand the Golden Rules

We have adopted an Accelerated Learning culture which promotes a positive 'Can-Do' culture throughout the school. It lays the positive foundations that we feel are fundamental to fostering a constructive, optimistic and caring learning environment which is conducive to pupil's feeling of well-being.

To establish a positive learning environment pupils are encouraged to:

Start of School

1. Enter the school proudly.
2. Take off and put away outdoor wear.
3. Pick up any bags or coats seen lying on the floor (even if it is not their own) and secure on the pegs provided.
4. Walk into class quietly and sensibly and sit in carpeted area / at tables.

5. Listen carefully and respectfully during registration.

During Lessons

1. Listen carefully and respectfully when the teacher talks to the whole class.
2. Put 'a quiet hand' up to answer a question - not shout out.
3. Work sensibly and co-operatively alongside their peers and reflect on their learning.
4. Ensure they drink plenty of water throughout the day.
5. Have music playing throughout the day.

End of Learning Activities

1. Make sure chairs are put under the table neatly, materials used eg. pencils are stored neatly and any litter is picked up and put in the bin.
2. Listen carefully.

Staff

Staff will:

1. Reflect good standards of behaviour.
2. Display high standards.
3. Show respect for others.
4. Create an active and positive learning climate.
5. Deal with poor behaviour using approaches as set out in 'anti bullying'.
6. Praise positive behaviour.

Formal contact

1. Greet children on time
2. At least two staff on outdoor playground duty.
3. Always be prepared for the lesson.
4. Extend and motivate pupils.
5. Mark work constructively, preferably with the pupil.
6. Encourage creative dialogue and questions to encourage thinking skills.
7. Keep an attractive, clean and tidy learning area.
8. Maintain interesting and relevant displays.

Anti-bullying Policy

What is bullying?

Bullying can take many forms, but three main types are:

1. physical – hitting, kicking, taking belongings, sexual harassment or aggression
2. verbal – name calling, insulting, making offensive remarks
3. indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability.

Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales.

Young people can be victimised because they differ from the accepted norm. This sort of bullying may focus on size and body shape, dress, mannerisms and on prowess, or the lack of it, in sport, learning or other activities. Bullying can occur because of differences in nationality, culture or religion or a mixture of any of these. Sometimes, there may be no apparent reason for an individual or a group victimising a young person. Bullies may act alone or in groups.

Definitions

There are many definitions of bullying including being:

- deliberately hurtful (including aggression)
- repeated often over a period of time (whilst recognising that even a one-off incident can leave a pupil worried and anxious)
- difficult for victims to defend themselves against

Individual pupils' perspectives on what constitutes bullying is also a key element to take into account.

Bullying is regarded as unacceptable. Direct action will remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other incidents will require a serious response. Involving parents early is essential, particularly in more serious cases. Accurate records of any serious incidents and the school's response are kept in the Concern file and the situation is closely monitored.

Aims

At Llansanffraid Primary School we aim to produce a safe, secure and positive environment where all can learn without anxiety. It is the school's intention to create an atmosphere where children can disclose bullying, be taken seriously and rely on

appropriate action being taken. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Members of local community, LEA, police and parents work with the school to ensure that pupils are safe, both whilst on school premises and also whilst travelling to and from the school. We are proud to say we are a KIVA school.

- The Kiva programme for KS2 which sits well alongside the ethos of the Incredible Years in Foundation Phase aims "to build capacity in all children to behave in constructive ways, to take responsibility for not encouraging bullying, and to support the victims". We see Kiva as more than this – a whole positive culture ethos.

Strategies to combat bullying

Whole-school approach

We ensure awareness-raising with all staff and actively involve pupils through curricular work and work on the school environment and acceptable and unacceptable behaviours.

Curricular approaches to bullying

Personal, Social and Well- Being is a key learning area but we link learning opportunities with others including - Language and Communication, Global Citizenship and Religious Education.

Our main objective being to:

- Raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how to manage their relationships with others constructively.

Other formal and informal opportunities are taken to raise awareness for example through collective worship.

Strategies for reducing bullying

We use a combination of strategies that can be drawn on and adapted to:

Co-operative Group Work

Pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups

Pupils are encouraged to communicate their concerns and feelings through a range of well-developed strategies that are part of school life.

Circle Time

Pupils take part in enjoyable activities, games and discussion. A positive atmosphere is promoted which:

- creates a safe space to explore issues of concern
- promotes an environment where positive relationships are consolidated and developed
- explores relationships
- creates an atmosphere where sensitive issues can be discussed including issues the worry boxes
- affirms the strengths and enhances the self-esteem of each child

Circle Time lasts for approx 20-30 minutes and during this time children are encouraged to listen carefully, make eye-contact with one another and discuss particular problems – for example, relationships, anger, fighting and bullying.

Buddying

Buddying involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have concerns. Buddies have friendly personal qualities and give support – newness to the school, difficulty making friends, upset at separation or loss, being bullied, support/someone to play with at playtimes.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The governors require the headteacher to keep accurate records of any incidents of serious bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and will ask her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher / teachers may decide to use assembly time or Circle Time in which to discuss with other children why this behaviour was wrong, and the consequences of such actions.

All staff receive sufficient training to be equipped to deal with all incidents of bullying.

Staff set the school climate of mutual support and praise for success therefore making bullying less likely. When children feel they are important, respected and belong to a friendly and welcoming school, we feel that bullying is far less likely to be part of their behaviour. Our Accelerated Learning culture reflects this ethos.

The role of the teacher

All staff are aware that the following may indicate signs of bullying:

- frequent complaints of feeling unwell;
- stomach aches;
- headaches;
- not wanting to go out to play;
- dislike of school or unwillingness to come to school;
- parents reports of changes of behaviour, eg. bed wetting, jumpiness, clinging etc.

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied then, after consultation with the headteacher the child's parents are asked to come into school to discuss the situation. If we become aware of any bullying taking place we deal with the issue immediately. This involves © Llansanffraid Primary School support for the pupil who has been bullied. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. The headteacher is informed of all cases of bullying. We inform the child's parents and discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, external support agencies such as Behaviour Support Services may be called for further guidance and advice.

The role of the parents

We recognise the importance of parental support in achieving anti-bullying initiatives and aim to ensure optimum methods of communication in order to maintain and support the ethos of the school and the promotion of positive behaviour. Our Home /School Agreement sets out the aims of our partnership approach and all parents and pupils are encouraged to adhere to its principles. Parents who are concerned that their child might be being bullied, or who suspect that their child may be bullying, should contact their child's class teacher immediately.

As a staff we are all aware of the following:

- the parent may be angry and upset
- to keep an open mind
- to remain calm and understanding

- to make clear that the school does care and that something will be done
- explain the school policy, making sure that procedures are followed
- to obtain the full details about the incident reported by the parent, including where the alleged bullying took place, when the incident occurred, who were involved and what led to the incident.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. We will assist and support parents who request advice. Parental support is valued in all aspects of school life. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable. We encourage regular consultation and communication.

The characteristics of the children who have least problems, invariably display good social and emotional skills among others. The skills include the ability to:

- mix with other children;
- share toys and equipment;
- be independent at the toilet;
- follow instructions from an adult;
- share thoughts and ideas;
- control temper outbursts.

There is therefore a lot that parents can do to assist their child to cope more easily with the demands of starting school, and whilst the school has expectations, so have other children in the class.

Before they start school, children and their parents are invited to an induction day where they are made to feel comfortable, happy and familiar with the school and the staff. Parents are given a school prospectus which advises on activities that help prepare children for the kind of work that they will be doing, and ideas of how to develop social and emotional skills.

Transition

We recognise the significant event for 'new' children coming into school, both Early Years pupils and mid-term transfers. We have very effective settling-in procedures and encourage parents to be fully involved with all aspects of school life. Our induction programmes help parents and pupils to overcome any anxieties they may have. Key Stage 1 pupils are involved in preparatory and settling-in programmes prior to their commencement to Key Stage 2, similarly at transition from KS2 to KS3.

Pupils may arrive after term has started, when friendships have been consolidated and their very newness and isolation may make them potential targets for bullying.

In anticipation of these circumstances we:

- prepare the class for acceptance of the new pupil;
- find out pupils' interests and hobbies;

- appoint reliable pupils as buddies to help and look after the new pupil.
- use Personal Education Plans for Looked-After Children to plan and monitor their progress.

Other ongoing strategies used to combat bullying at Llansanffraid Primary School

- assemblies and stories / discussions in class exploring issues that may lead to bullying;
- 'Circle Time' to encourage talk / dialogue about problems;
- follow-up activities such as posters, stories, poems to be shared with the rest of the school;
- quality supervision at all times, particularly playtimes and lunch times with high staff awareness;
- older children helping younger children to feel safe – 'Playground buddy' system in operation
- creative play and traditional playground games encouraged to discourage boredom.

The positive relationship between staff and children is characterised by mutual respect and trust so that children feel able to tell staff if they are being bullied.

The Curriculum does encourage non-academic as well as academic achievement, and co-operative as well as competitive learning through RE, poems and stories, drama and co-operative play. Steps are taken to improve the self confidence, self esteem and social skills of victims and others involved in bullying.

Classroom Behaviour Plan

Our classroom Behaviour Plan consists of three parts and is taught to all pupils. Its aims are to protect pupils' rights, help ensure parental and staff support.

1. Rules

We have implemented 'Golden Rules' which apply to all children. They let children know what is expected. They place responsibility for behaviour on the pupils.

2. Positive Recognition

Positive recognition is emphasised throughout. It encourages pupils to behave appropriately and to continue to behave appropriately. Staff create a positive 'can do' learning culture and use praise consistently. Rewards are inventive, wide and varied. They can be earned immediately or progress over time. We aim to create a high status majority through frequent, specific and positive incentives.

3. Consequences – for children who choose to break the rules a discipline procedure will apply

- ❖ Redirect behaviour.
- ❖ 1st Warning.
- ❖ 2nd Warning.
- ❖ Five minutes off Golden Time / Time out.
- ❖ 3rd Warning
- ❖ Discuss with parents
- ❖ Sent to headteacher.
- ❖ Severe clause - send to headteacher. Parents called.
- ❖ Persistent bad behaviour - home / school diary is implemented.
- ❖ Exclusion of pupil only considered as a last resort.
- ❖ Headteacher informed at all stages.

Our criteria for effective consequence is:

- ❖ short
- ❖ same every time and given calmly
- ❖ boring
- ❖ provided as a choice not punishment
- ❖ certain rather than severe
- ❖ organised in hierarchy.

Concern File

The above file is housed in a cabinet in the Head's Office and may contain reports of misbehaviour. In monitoring the policy, the headteacher identifies progress and enables follow-up, making clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. Data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy takes place in the Summer term each year.

References

Tackling bullying in schools: A survey of effective practice; Estyn 2005 Circular 23/2003 Respecting Others: Anti-Bullying guidance; Welsh Assembly Gov.