

Llanrhaeadr Ym Mochnant



Pupil Discipline and Anti-Bullying Policy

**Adolygwyd, diweddarwyd a mabwysiadwyd gan y Corff Llywodraethol/
Policy reviewed, updated and adopted by Governing Body**

Dyddiad / Date: January 2021

Llofnod Cadeirydd / Chair's signature: *A. Hughes*

Llofnod Pennaeth / Headteacher's signature:

A handwritten signature in black ink, appearing to be 'M. Jones', written over the line for the Headteacher's signature.

Dyddiad adolygu / Review date: September 2022

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

Llanrhaeadr ym Mochnant Primary School follows this principle and seeks to create an environment which encourages and reinforces good behaviour.

Aims

- To create an environment which encourages and reinforces **good behaviour**.
- To create an environment that is based on **respect**.
- To define acceptable **standards** of behaviour.
- To encourage **consistency** of response to both positive and negative behaviour.
- To ensure that the school's expectations and **strategies** are widely known and understood.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. Therefore, it is essential that staff have a good knowledge of this policy, so that they can deal with each behaviour in its entirety.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

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.

Positive Behaviour

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. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Recognition is awarded through:-

- Verbal praise
- Dojo points
- Golden time
- Certificates
- Stickers
- Stamps
- 'Wow Work' wall or work on displays
- Sharing work/behaviours with a different teacher

Teaching positive behaviour

Positive behaviours are taught best by staff modelling what good behaviour looks like. During PSHE sessions, children can discuss their feelings towards different types of behaviour and can gain a better understanding of the consequences. School assemblies can also be used to emphasise good behaviours and class assemblies can role model various scenarios. Throughout the curriculum, children are taught to collaborate well with each other and show respect.

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. Children who choose to break the rules must know that sanctions will be imposed. All children are aware of the school rules and the consequences of breaking them.

To ensure continuity throughout the school we use the following system to respond to inappropriate behaviour (see Appendix 1).

1. Show disappointment by use of body language/expression.
2. Be positive and point out the desired behaviour to the child – e.g. If a child is annoying children at another table “It’s time to get on with your learning. Do you need some help?” – offer them support
3. A quiet verbal warning with subsequent consequences – e.g. “This behaviour needs to stop now or you will need to take some time out.”
4. Time out. This will be in a separate part of the class with the sand timer/iPad timer
5. Choice. Children are then reminded that behaviour is their choice and are offered the chance to re-join the class in the appropriate way.
6. Time out in another room. If children persist then children are sent to another teacher and will explain what they have been sent out for (children must be accompanied) AND/OR they will miss a playtime.
7. Sent to a member of the Senior Management Team (SMT).

****This is a progressive scale but, in some circumstances, steps may be skipped. This is at the teacher’s discretion. There also maybe children in school that have their own individual plan.***

If a child is sent out more than twice during a week then a member of the SMT will be informed. They will then, if they feel it is appropriate, contact the parents and discuss the issue with them. The SMT member and parents will then decide what course of action is required to promote positive behaviours in the child, decide a timescale for improvement and what further sanctions may also be enforced. A Personal Support Plan (PSP) or if needed, an IEP, will be used to monitor the progress.

If the inappropriate behaviour continues then exclusion will be considered (following LEA guidelines).

Teachers are to use ‘The Script’ (Appendix ___) if a pupil is being particularly challenging.

Behaviour outside of the classroom environment

The above procedure works well within the classroom environment however it may not always be appropriate for activities outside of the classroom such as playtime or extra-curricular activities i.e. sporting events. During these types of events, it is up to the member of staff responsible at that time to deal with the behaviours as they see fit. For example, if a child has been persistent in not listening to an adult then they can be withdrawn from the activity and sent to a more senior member of staff who can decide on a suitable sanction.

If a child persistently misbehaves during playtime or extra-curricular activities, then they can be withdrawn or stopped from taking part in future events at the discretion of the SMT.

Pupils with additional Learning Needs

At Llanrhaeadr ym Mochnant school, we understand that the majority of pupils with additional learning needs require the same proactive behaviour management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries. Pupils with ALN relating to behaviour are given specific targets on their individual education plan (IEP) to support them in making progress in this area. As part of this IEP they may also have their own individual reward and sanction system which has been determined by the class teacher and/or ALNCo, with the involvement of the pupil and parents. They may also be allocated a

Learning Support Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency i.e. education psychologist.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the headteacher and members of the SMT have a responsibility to 'lead from the front'.

The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour. Senior staff must ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home. If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact the headteacher. If the concern lies with the headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

ACE (Adverse Childhood Experiences) Approach to Dealing with Behaviour

Staff have taken part in ACE awareness training and as a result, have an understanding of how to use the 'Emotion Coaching' approach to dealing with behaviour (PLACE):

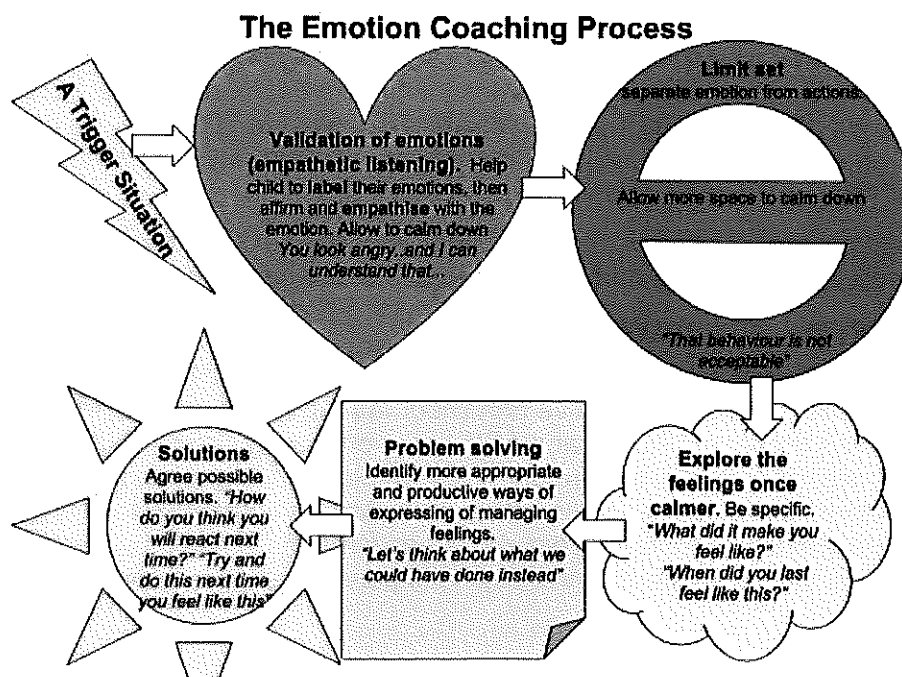
Playful – Creating a warm & relaxed environment and/or a warm approach

Liking - Showing that you like the young person, regardless of their behaviour or past interactions

Acceptance - Accepting negative emotion, whilst not accepting negative behaviour

Curiosity - Wondering out loud about how the young person may be feeling

Empathy - Showing that you care about what they are going through



ANTI-BULLYING POLICY

Rationale

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Llanrhaeadr ym Mochnant Primary School has a zero-tolerance attitude to bullying.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as **deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.**

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

Children must be encouraged to report bullying in school to a teacher or staff member.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Why is it Important to Respond to Bullying?

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practicing zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

Signs and Symptoms

A child may indicate using signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A structured behaviour policy.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open-door policy in the school.
- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying through KiVA

Procedures

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies with the Senior Management Team (SMT). This consists of the headteacher and the Teacher with Leadership Responsibility (TLR) appointed by the school.

The SMT will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the SMT informed.
- The SMT investigate alleged bullying by consulting the victim(s). Appendix 4 provides a checklist for investigating an incident.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated.
- The SMT should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- If deemed to be bullying, the headteacher will speak to the pupils involved and proceed accordingly. If the matter can be resolved in school without the need for parental contact, then this will be done and monitored by appropriate member of staff and headteacher. It may be decided that parents should be informed immediately, and this will be done by the

headteacher. A written copy of events will be kept and this will be updated until the situation has been resolved.

- In serious cases parents will be informed that their child has been subject to bullying. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the headteacher to discuss the incident.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's behaviour policy.

Support

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time, staff will meet with the victim to reassess the situation and the relationship between those involved.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. KiVA is a programme which will also be used.

Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist

Staff Responsibilities

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. All staff will be made aware of the implications of the school policies to bullying and racism.

Staff will be offered training on tackling bullying throughout the year or through professional development courses/staff meetings.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

POSITIVE BEHAVIOURS (GREEN) e.g. working hard / trying their best / completing a task to a required standard / respectful / helpful / polite etc

ACTION: Minimal, low-key response managed by the class teacher/member of staff.

STRATEGIES:

- verbal praise
- dojo points
- golden time
- certificates
- stickers
- stamps
- 'Wow Work' wall or work on displays
- sharing work/behaviours with a different teacher

LOW LEVEL DISRUPTION (YELLOW) e.g. Talking/out of seat/noises/pushing etc

ACTION: Minimal, low-key response managed by the class teacher/member of staff.

STRATEGIES:

- praise of other children nearby
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc)
- quiet, unobtrusive, positive question 'What should you be doing?' or 'Are you okay?' or 'Do you need help?'
- a quiet, verbal warning with a subsequent consequence
- time out in a separate part of the class with a timer
- offer pupil a choice, a chance to re-join the class in the appropriate way

BEGINNING TO CHALLENGE (AMBER) e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/deliberate disruption e.g. trying to distract other pupils from their work, lying etc, show of disrespect to a member of staff or pupil

ACTION: Response managed by the class teacher.

STRATEGIES:

- time out in another room with a different member of staff if they persist with the behaviour
- miss a playtime
- move to end of row if in assembly, large class group
- child to apologise
- informal conversation with parent/carer if appropriate

SERIOUS OR VERY SERIOUS (RED) e.g. violence / damage to property / refusal / persistent rudeness / bullying / repeatedly leaving class without permission / health and safety risk/ running out of school/ fighting and intentional physical harm to other children / verbal or physical abuse to any staff / serious theft

ACTION: Response managed by the SMT/headteacher

STRATEGIES:

- miss playtime/golden time/event/trip
- letter, email or phone call home
- Pastoral Support Programme
- possible internal exclusion
- possible playtime/lunchtime exclusion
- possible AUNco involvement
- letter of apology
- meeting with parents
- possible fixed term exclusion
- involvement of other agencies

(Insert name),

I have noticed...**(insert behaviour)**

You know that at Ysgol Llanrhaeadr ym

Mochnant we have a... **(insert rule)**...rule.

You know now that you will

...**(consequence)**

I know...**(insert positive)**

I will come back and check all is well shortly.

Thank you for listening.

Hannah,

I have noticed **you have been scribbling on the wall with your pen.**

You know that at Ysgol Llanrhaeadr ym

Mochnant we have a **listen and respect each other rule.**

You know now that you will **miss your golden time** if you continue to not listen.

I know **you can usually concentrate on your work because you did a lovely picture for me last week.**

I will come back and check all is well shortly.

Thank you for listening.

Appendix 4 - Checklist for investigating a bullying incident

- Who was involved – is there or are there apparent victims? Is so who is it/are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?

A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

