

Crymlyn Primary School



Policy for Positive Behaviour, Discipline and Anti-Bullying

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Positive Behaviour, Discipline and Anti- Bullying

Aims

At Crymlyn Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Staff provide a foundation of moral values which will enable children to know right from wrong, enabling them to grow into responsible adults who provide a consistent approach to matters of discipline, and to help them develop skills of self discipline.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social and unacceptable behaviour.

Pupils are also encouraged to be proud of their contributions to the school and community.

Our School Setting

Within the Foundation Phase, pupils are only just beginning to learn acceptable forms of behaviour. A great emphasis is placed on promoting and praising good discipline.

As children progress through the Foundation Phase we expect them to learn the boundaries of acceptable behaviour. Praise is used extensively to point out and reward good behaviour.

Throughout the school children are rewarded for making 'good choices' and examples are made of positive behaviour, good choices and good role models.

Children with emotional and behaviour difficulties will be dealt with in accordance with their needs. Where a pupil has a statement of special educational need, the advice outlined in the statement will be adhered to. When necessary, pupils will be referred for guidance from the behavioural support team.

All members of staff are aware of the regulations regarding the use of force by teachers.

Teaching Assistants and Lunchtime supervisors are aware they should always report incidents to class teachers. In more serious incidents reporting to the Headteacher might also be necessary.

Rewards and Praise

We praise and reward pupils for good behaviour in a variety of ways.

- Staff offer verbal praise and/ or congratulations
- Pupils are awarded stickers within each class
- Star of week certificates are presented weekly
- Certificates are presented to children either for consistent good work or behaviour, or to acknowledge outstanding efforts
- Children show their work / share achievements to other teachers and to the Headteacher
- A Citizen of the Week is chosen weekly
- A weekly Celebration Assembly is held
- A Jar of Good Choices is located in each class
- Children can earn 'Golden Tickets' for lunch time behaviour
- A 'dojo' point building to a reward
- A 'ticket' building to a reward

The school acknowledges all the efforts and achievements both in and out of school and pupils are encouraged to bring trophies, medals, certificates of achievement to school to show in assemblies/ class.

The School has a clear set of school golden rules:

Golden Rules:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Consequences

Children need to discover where the boundaries lie, as this is part of growing up. These boundaries are clearly outlined below.

Minor incidents are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

In some situations children might be spoken to by the Head Teacher.

Parents will be involved wherever necessary, if problems are persistent or recurring a behaviour plan / behaviour risk assessment can be put into place if appropriate.

Major incidents of discipline would include physical assault, deliberate damage to property, stealing, verbal abuse including swearing, bullying, putting safety of others at risk, refusal to work and disruptive behaviour in class.

In summary consequences may be:

- Righting the wrong
- Time to reflect
- Loss of privileges
- Meeting with parents
- Fixed exclusion
- Permanent exclusion

Fixed-term and Permanent Exclusion of Pupils from school

The Headteacher's decision to exclude a pupil from school will be based on the seriousness of the act. Each case will be judged individually and previous misbehaviour will be taken into account. The age of the pupil will also be taken into consideration.

Exclusions from school are carried out formally in writing in line with LA and WAG guidelines and with full involvement of Governing Body.

Anti - Bullying

Rationale

Everyone at Crymlyn Primary School has the right to feel welcome, secure and happy. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere where they can take full advantage of the educational opportunities available to them at school.

Bullying of any sort can prevent this being able to happen and hinders equality of opportunity.

It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident enough to activate the anti-bullying systems within the school to end the bullying.

We have formulated this policy in an attempt to keep bullying at a minimum in our school and have considered advice and strategies outlined in the Welsh Assembly Government publication Respecting Others: Anti Bullying Advice.

The school does not tolerate bullying of any kind. If we discover an act of bullying has taken place we act on it immediately to stop any further occurrences. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Objectives of this Policy

- All governors, teaching staff and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously and all parents and pupils should be assured that they will be supported fully when bullying is reported.

Whole School Approach

Bullying should be discussed as part of the curriculum, but teachers also need general strategies to deal with the problem. It should be made clear to pupils that they have a right to be listened to and what they should do if they have a problem.

When dealing with bullying six key points should be followed:

- Staff should never ignore suspected bullying
- Staff should never make premature assumptions

- Staff should listen carefully to all accounts and remember that several pupils saying the same does not necessarily mean that the truth is being told
 - Staff should adopt a problem solving approach that moves pupils on from justifying themselves
 - Staff should carry out follow up monitoring repeatedly to ensure that bullying has not resumed
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- Staff should never assume that bullying does not happen in school

Pupils who persistently bully may need additional help or support. Intervention from LA from the Well-being Support Team might be necessary and beneficial with some pupils. However, where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly if violence is involved.

The nature of bullying

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through the use of aggression. Bullying results in pain and distress to the victim. Bullying is repeated over a period of time (it is not a one off incident although this can sometimes leave a pupil upset, nervous and even traumatised).

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any use of violence
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Racist – racial trust, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on, the sexuality

The three main types of bullying are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression.
- Verbal – name calling, insulting, making offensive remarks, written notes, e-mails or mobile phone messages, threats of physical violence.
- Indirect / manipulative – spreading nasty stories or rumours, exclusion from social groups, being made the subject of malicious e-mails or text messages on mobile phones.

Name calling is the most common direct form of bullying. 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 some form of disability.

Cyber Bullying

Bullying by text message and through Internet Social Networking sites is of growing concern to school staff. Children should be careful who they give phone numbers and other personal details to. Pupils are taught through e-safety the importance of not sharing information, particularly with strangers, and to tell a responsible person if someone tries to make contact with, arrange to meet with, or sends offensive/ threatening texts. (See e. Safety policy)

Responding to bullying

Bullying, in whatever form, hurts. No-one has the right to be bullied although everyone has the right to be treated with respect.

Pupils who are bullying others need to learn different ways of behaving and to understand the hurt they cause others.

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

Curricular Approaches to bullying

Bullying and its effects might be addressed through various areas of the curriculum including English, Religious Education and Personal and Social Education and the main objectives would be 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.

In approaching bullying through the curriculum, it is possible to explore issues such as why people bully others

- Why do people bully each other?
- What the effects of bullying are on the bullied, bullies and others?
- What can be done to stop bullying?

However, as well as using the curriculum to explore bullying and its effects a range of other formal and informal opportunities can be used to raise awareness about the matter. Daily assembly is an effective forum for awareness raising.

The Police Education liaison officer presents focussed scenarios and lessons within the Foundation Phase and at Key Stage 2. These lessons deal in depth with bullying from different people's perspectives and suggest anti bullying strategies.

Outside agencies, such as Child-Line, present workshops and forums about bullying and its effects and suggest possible anti -bullying strategies. The School Council present in assemblies to ensure a clear understanding that bullying is not acceptable and promote clear messages of who to talk to if children have concerns.

Whatever the approach adopted in curriculum work great care must be taken to ensure all Special Educational Needs pupils and those with disabilities are involved in an appropriate way for their individual needs.

Strategies for reducing bullying

A combination of strategies is in place and these can be drawn on and adapted to fit the circumstances of particular incidents. The strategies used include:

- Weekly Circle Time
- SEAL assemblies
- Mediation by peers and / or adult
- Buddying systems
- Displays around the school to support children
- Schools Council

The following measures are also in place within the school to ensure good behaviour, manners and mutual respect and also to reduce risk of bullying.

- Assemblies regularly emphasise the community spirit of the school and the importance of caring, sharing, working together. Teachers also re-enforce these attitudes regularly.
- Positive attitudes and behaviour are praised and re-enforced.
- When appropriate the school will take advantage of materials or productions which are available to combat bullying.
- The end of lunch times and play times are controlled, with the children knowing where to line up and what behaviour is expected of them.
- An adult is present when pupils enter the building at the end of play times and lunch times.
- Certain areas of the playground are out of bounds, which avoids pupils being in unsupervised areas.
- A playground risk assessment is in place ensuring sufficient adult supervision
- An ethos of caring, kindness and looking after each other is promoted throughout the school

Signs and Symptoms of Bullying

A child who has become a regular victim of bullying will need help and protection. School staff, having been made aware of the problem, will be watchful and the Headteacher and class teacher will monitor the situation closely.

A child might indicate by signs or behaviour that he / she is being bullied. These might include:

- Frightened walking to and from school
- Poor attendance, truancy
- Punctuality
- Fear of break times and lunch times
- Doesn't want to go to school
- Doesn't want to go on the school bus and/ or insists on being driven to school
- Changes their usual routine
- Becomes withdrawn, anxious, or lacking in confidence
- Feels ill in the mornings
- Change in sleeping/eating
- Underachievement, deterioration in work

- Has possessions go missing
- Arrives home with damaged clothing or belongings
- Attempts or threatens suicide or runs away.

This list is not exhaustive, and must be recognised that these may be signs of problems other than bullying.

Dealing with Bullying

- Where a teacher witnesses a bullying incident it is dealt with immediately with the bully being left in no doubt that the behaviour is unacceptable. The Headteacher will be informed. The Headteacher will also address this with the pupil and will contact parents of the bully and/or victim.
- As a small school all staff know the pupils well and it is easy to keep each other informed about incidents and attitudes of pupils. This is an important aspect of preventing bullying. Serious incidents and pupils of special concern are discussed at staff meetings.
- Where accusations of bullying are made the Headteacher always takes them seriously and investigates the circumstances and incidents referred to. If appropriate, the victim, the bullies and witnesses will be offered the opportunity to talk privately with two members of staff. Parents may be invited to discuss the matter with the Headteacher, and if so would be informed of the outcome of any investigation, and what, if any, further action was taken.
- In incidents of repeated and / or serious bullying the incidents will be recorded by staff Appendix 2: Bullying Report Incident Form
- Should serious bullying of a repetitive nature occur the bully may be excluded from school. In addition advice would be sought on how to help the bully modify his/ her behaviour.

Appendix 1: Strategies for reducing Bullying

Circle Time

Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well managed circle usually spreads into other areas of class activity.

- Creates a safe space to explore issues of concern
- Explores different relationships with adults and peers
- Enhances effective communication
- Affirms the strengths and enhances the self esteem of each member

Circle Time can last for 20 – 30 minutes. Participants listen carefully, making eye contact with one another and addressing particular problems – for example, relationships, anger and bullying.

The teacher and pupils agree on simple, positive rules which encourage the group to:

- Focus on their own feelings and those of others
- Listen to one another and tolerate others' views
- Learn to take turns
- Discuss difficult issues using a problem-solving approach

Mediation by adults

- Methods focus on pupils who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. Hold brief, non confrontational, individual 'chats' with each pupil, in a quiet room, without interruptions
- Get agreement with each that the bullied pupil is unhappy and that they will help improve the situation – if they cannot suggest ways to do this, be prescriptive
- Chat supportively with the bullied pupil – helping them to understand how to change, if thought to have 'provoked' the bullying
- Check progress a week later, then meet all involved to reach agreement on reasonable, long term behaviour – at this stage participants usually cease bullying
- Check whether the bullying starts again or targets another pupil
- If bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement
- The approach is successful, at least in the short term, provided that the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long term success unless backed up by other procedures, including firm disciplinary ones.

Bullying Incident Report Form

Name of Pupil: _____ Year Group: _____

Date: _____

Details of Incident:

Incident reported to: _____

Action taken:

Signed By: _____

Pupil: _____

Class Teacher: _____

