

SCHOOL POLICY DOCUMENT

Behaviour and Anti Bullying Policy.



Headteacher: Mr.T Lewis

**Reviewed, revised and approved in:
June 2019**

Llanilltud Faerdref Primary School

A policy for behaviour and Anti Bullying

POLICY OBJECTIVES

Llanilltud Faerdref Primary's Behaviour and Discipline Policy outlines what the school does to promote good behaviour and the sanctions that are considered when incidents of ill-discipline are encountered. The policy has been drawn up through the involvement of the whole school community.

AIMS AND EXPECTATIONS

A key aim of our school is that every member of the school community feels valued and respected and that each person is treated fairly and well. We endeavour to create a caring community where core values are at the heart of school life.

This policy is therefore designed to support the way in which all school members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure

The school has a number of school rules but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour through the awarding of dojo points which go towards the child's allocated 'house'. This is designed to promote good behaviour rather than merely deter anti-social behaviour.

The words **CARE, SHARE, BELIEVE** and **ACHIEVE** will be used in everyday school life as much as possible to encourage a caring environment where good behaviour will dominate and always be rewarded and celebrated.

EXPECTATIONS

- Pupils are expected to care, share and respect all members of the school community. The school does not tolerate bullying of any kind and immediate action is taken to stop and prevent further occurrences of such behaviour (see anti-bullying policy for further information). Expectations of pupil behaviour are outlined in the Home-School Agreement which pupils and parents/carers sign in recognition of their commitment to working with and supporting the school.
- Whole school rules will be agreed and confirmed with pupils through the school council and communicated in a variety of ways. In addition, each class teacher is expected to work with the pupils in their cohort to create a more personal list of rules for their own class. These will be displayed in the classrooms. In this way, every child in the school knows the standard of behaviour that we expect throughout the school as well as in individual classrooms. It is, without exception, expected that all pupils adhere to whole school and individual class rules.

- Pupils are expected to listen carefully in all school activities including those which take place off-site.
- The school expects all members of staff, volunteers, students and any other adults working in school to be role models for the pupils and to demonstrate the many core values which underpin good behaviour and discipline.
- When recognising and rewarding good behaviour as well as dealing with incidents of ill-discipline, all members of staff are expected to comply with this policy including the regulations regarding the use of force by teachers as set out in DfES Circular 10/98 relating to section 550A of the Education Act 1996: The use of force to control or restrain pupils. Staff will only physically intervene to restrain a child to prevent injury to a child or if a child is in danger of hurting him/herself, or a member of staff. This is always done as a last resort and any actions taken are in line with Welsh Government guidelines on physical intervention. This policy expects all staff to undertake appropriate and accredited training in physical intervention. All incidents of physical intervention must be reported to the Headteacher and to the Local Authority.
- The school expects all parents/carers to support this policy by ensuring their child(ren) comply with the school expectations and rules and by also working alongside the school in addressing any incidents of ill-discipline concerning their child. Parental/carer support is crucial in ensuring the success of this policy. This is made clear to parents/carers through the Home-School Agreement which all parents must sign when their child(ren) enrol in school.

PASTORAL ADVICE

Pastoral advice forms an important part of the behaviour and disciplinary framework of the school and involves every member of staff. This is key in building relationships between member of staff and pupils and is built on mutual respect and understanding.

Advice given by staff will, predominantly, be of an informal nature and all staff have an important role to play in this aspect of school life. A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling but it should also extend to the deliberate attempt to build up an understanding of and relationship with the pupil. This will make discussion of attitudes and criticism of unacceptable behaviour more acceptable by the pupil. It should also provide an awareness of any underlying problems the pupil may have.

The Behaviour Team will be the main point of contact for pastoral advice for both pupils and staff. Designated staff will also be responsible for delivering ELSA sessions as part of promoting good behaviour and discipline.

REWARDS

Llanilltud Faerdref Primary School believes the emphasis and policy should always be based on a positive approach of encouragement and praise rather than on a negative system of criticism and punishment. Therefore, this policy is based on a proactive and positive approach to behaviour and discipline. Staff will praise and reward children for good behaviour in a variety of ways:

- A positive gesture (thumbs up, a smile, a nod of the head)
- verbal praise directly to the individual;

- awarding of house points for good behaviour and work;
- words of praise in front of their peers (openly, in class) or the whole school (i.e. whole school assembly);
- written comments on pupils' work in line with the Marking Policy;
- awarding a special privilege (line up first, the responsibility of a special job given);
- a visit to a member of staff for commendation;
- a visit to the Headteacher for commendation (sticker, note home to parents, certificate, name in the ballot box);
- a positive step on the 'Rewards Board';
- a positive acknowledgement of their place on the 'Traffic Light System,' in relation to the awarding of Golden Time.
- a 'Star of the Day Award,' for recognised achievement.
- public acknowledgement through the awarding of the 'Special Mention' award in whole school assembly and receipt of the resulting certificate for home and for display;
- 'Values' initiative and its associated work (i.e. assemblies).
- use of the end of year school report to comment favourably on behaviour and attitude;

RESPONSE & SANCTIONS

The school employs a graduated system of response and sanctions in relation to incidents of ill-discipline and non-compliance with agreed whole school and individual class rules.

However, there may be occasions where the behaviour of a pupil is so severe and/or dangerous that the Headteacher, in conjunction with the appropriate Governors, may deem it necessary to 'implement' any strategy including the ultimate sanction of exclusion before all, or any, of the actions have been tried.

The following information outlines the graduated response and actions a member of staff should follow when dealing with incidents of ill-discipline. This graduated approach will not apply to any behavioural issue that is defined as Category Red (refer to the Category Red section of this policy) and the resulting action would almost certainly be at the 5th Response stage.

1ST RESPONSE

The first response should be one of **DE-ESCALATION** and strategies that should be used are:

- ✓ praise the good behaviour of other pupils within the setting;
- ✓ tactfully ignore the behaviour for a short period of time;
- ✓ a concerned or disapproving look;
- ✓ the deliberate ploy of not asking the child or starting with the word '*please*'; instead use a direct command and if resulting action is positive, use the phrase '*Thank You*';
- ✓ a personal approach—move to the child and down to their eye level, communicate your request and then move away immediately for the child to have time to reflect and react in a positive way.

2ND RESPONSE

If the behaviour does not improve, staff should move on to the 2nd response which is a **REMINDER** of what the child needs to do to improve his/her behaviour. Strategies used should include:

- ✓ return to the child and, at appropriate eye level, give them a choice (i.e. “*either put the toy in your pocket or in your tray) and then move away giving them time to make a decision;*”
- ✓ issue of 1st official warning (i.e. “*you have not responded to my requests, I am now warning you that unless you comply, I will have no choice but to consider imposing a sanction*”);

3RD RESPONSE

If the behaviour has still yet to change, the third response is based on a clear **WARNING**. Strategies used should include:

- ✓ issuing the child with a 2nd warning and clear warning use a phrase similar to “*unless you comply, I **might** ... (ensure a short time for reflection, then see 4th Response for possible sanctions).*”

4TH RESPONSE

At the fourth stage, staff should now follow through with their 2nd official warning and remove the privilege as previously stated. This stage is known as **TIME-OUT** and should be graduated in terms of sanction imposed. Actions undertaken at the fourth response may only be imposed by a teaching member of staff and may include:

- ✓ movement in class (i.e. to work alongside teacher);
- ✓ a negative step on the Traffic Light System;
- ✓ working through **part** of their break and, or, dinner time;
- ✓ working through **all** of playtime and, or, dinner time;
- ✓ missing **part** of Golden Time on a Friday afternoon;
- ✓ missing **all** of Golden Time on a Friday afternoon.

At this point, contact with parents/guardians will be made via a phone call home or through direct contact, if deemed necessary and by the class teacher.

5TH RESPONSE

If the child’s behaviour remains unacceptable, the fifth and last response is **REMOVAL**. Actions/sanctions implemented at this stage should, wherever possible, be agreed by the School Behaviour Team (see School Behaviour Team section) or by the Headteacher or in his absence the Deputy Headteacher. **As part of the 5th Response stage, a meeting will be sought with the child’s parents to discuss the behavioural issue and resulting sanction(s) imposed.**

Actions that may be implemented at the 5th response include:

- ✓ removal from class to work alone or in another classroom under the supervision of another member of staff;
- ✓ removal of extra-curricular activities (i.e. sporting events);
- ✓ the prevention from taking part in off-site excursions;
- ✓ fixed-term exclusion during lunch time period;

- ✓ fixed-term exclusion from school.

If incidents of ill-discipline repeatedly continue, the next step would be to seek advice or assistance from the Local Authority's Behaviour Support Service. If the behaviour of a child continues to be in defiance of school rules, the Headteacher and Governing Body will consider permanent exclusion.

CATEGORY RED

As outlined, all staff will deal with incidents of ill-discipline in a graduated and appropriate response. However, with any unacceptable behaviour that is classed as '*Category Red*', the school may move immediately to the 5th response including fixed term suspensions. This could also apply to any child who has been repeatedly disciplined for the same offence. At this point, there will be direct contact with the parents/guardians will be made unless there are accentuating circumstances.

Examples of behaviour that are categorised as **RED** are ...

- Physical violence
- Use of bad language directed at another in the form of refusal or threat
- Continual refusal to obey a member of staff (i.e. sheer defiance)
- Stealing
- Vandalism and damage to property
- Leaving the school premises without permission

STAFF BEHAVIOUR TEAM

Whenever a child displays a '*Category Red*' behaviour, the staff behaviour team will meet as soon as possible to discuss the appropriate sanction. The involvement of more than one member of staff in deciding and issuing a resulting sanction will ensure equality and any action(s) imposed having been agreed using a transparent approach.

The School Behaviour Team for 2019-2020 consists of:

Mr T Lewis – Acting Headteacher
Mrs S Rudall – Acting Assistant Headteacher
Mr L Wyatt – Acting Assistant Headteacher
Mrs R Price – Foundation Phase Leader
Mrs Wright – Support member of staff representative

At least three members of staff of the Behaviour Team must be present when discussing a 5th Response sanction.

The structure of the 'Behaviour Team' will be reviewed bi-annually or earlier if circumstances present.

ROLE OF STAFF

- It is the responsibility of all staff to ensure that they comply with this policy and implement it in a consistent and appropriate manner throughout the school day and throughout all activities.
- Staff will treat each child fairly and with respect, understanding and without prejudice.
- Staff must have high expectations of behaviour and ensure they have a good understanding of school rules. They must be role models for all pupils.
- Staff must strive to ensure that all children work to the best of their ability.
- Teachers are required to keep a written record of any *significant* or repeated incidents of ill-discipline as well as any dialogue with parents/carers.
- Staff are expected to deal with incidents of ill-discipline as outlined in this policy. However, if misbehaviour continues to occur or if the incident is categorised as red, the member of staff must inform the Headteacher/Deputy Headteacher with immediate effect.
- Class teachers will, where appropriate, be expected to liaise with parents/carers and external agencies as necessary to support and improve the behaviour of a child.

ROLE OF HEADTEACHER

It is the responsibility of the Headteacher, under the School standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested or when deemed necessary, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of ill-discipline and resulting meetings with third parties. Records will be kept in a secure location and destroyed once the statutory period of storage has elapsed (refer to data protection policy).

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may, in conjunction with the Governing Body, permanently exclude a child. Such actions are always taken in accordance with this policy and Welsh Government regulations.

ROLE OF PARENTS/CARERS

The school works collaboratively with parents and adopts an open door policy. Expectations of behaviour are communicated with parents/carers (i.e. Home-School Agreement, prospectus, displays) and so pupils receive consistent messages about how to behave at home and at school. We expect parents to read and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement. We inform parents if we have concerns about their child's welfare or behaviour. We ask that parents, when coming onto the school site, respect the safe environment of the school.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they should follow the complaints policy.

Under no circumstances are parents/carers permitted to approach parents of another pupil about a behavioural issue. In all situations, the parents/carers must discuss the concern with the Headteacher.

ROLE OF GOVERNORS

The Governing Body is expected to contribute to the formulation of this policy and will support the Headteacher in its implementation. The Governing Body will review the policy biannually or sooner if deemed necessary.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

FIXED TERM & PERMANENT EXCLUSIONS

The school does not wish to exclude any child from school but sometimes this may be necessary. Llanilltud Faerdref Primary complies with Welsh Government guidelines and policy for the exclusion of a pupil.

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he will inform the parents immediately, giving written reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. This is explained using a Local Authority letter template. If a child is excluded for a fixed period of time, work must be provided by the class teacher for the duration of their exclusion.

The Headteacher will notify the Chair of Governors to outline the reasons for the exclusion and ensure the Local Authority is informed through the completion and submission of the necessary documentation.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a Discipline Committee, which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

DANGEROUS WEAPONS

If a child is found to have deliberately brought an offensive weapon into school and is in possession of the weapon or has distributed the weapon to another child, the child could be permanently excluded from school. The police will also be contacted and informed of the incident.

SUBSTANCE MISUSE

It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the day, the Admissions of Medication Policy must be adhered to by both parents/carers and staff.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any child will always be informed as will the Police and Local Authority. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion. If the offence is repeated the child will face permanent exclusion.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money the child will be permanently excluded from the school. The Police and Childrens' Services will also be informed.

RACE RELATIONS

The school aims to:

- Eliminate unlawful racial discrimination
- Promote race equality
- Promote good race relations between people of different racial groups.

The governing body will ensure that no child is treated unfairly because of race or ethnic background.

LUNCHTIME/BREAKTIME BEHAVIOUR MANAGEMENT

Some behaviour problems are specific to the mid-day break. At Llanilltud Faerdref Primary we encourage children;

- To play with others and to understand the need to share and co-operate
- To be involved in positive play experiences and thus prevent the occurrence of confrontation
- To appreciate the relationship between the environment and their own behaviour in order to foster a caring responsible attitude to their surroundings

- To involve themselves in activities which improve their co-ordination, strength, agility and fitness essential to long-term health.

In order to achieve these aims there must be a feeling of corporate responsibility by the whole staff – teaching and non-teaching in ensuring:

- Clear and regular reminders are given of the need to respect and care for others
- All staff set an example whether in dress, manners, courtesy or care
- Children use the playground markings and equipment effectively and co-operatively
- DSAs will use rewards for good behaviour during lunchtimes.

At lunchtimes supervisory assistants will

- Make clear to children what behaviour is acceptable and what behaviour is unacceptable
- Praise good behaviour
- Encourage children to co-operate with others
- Look out for problems, including bullying and the lonely child.
- Deflect a problem that is arising by giving the children involved a small task to distract their attention.

DSAs are the first line of SANCTION at lunchtimes. A teaching member of staff will be on duty from 12-12.30 in the FP, in the hall and 12.30-1.00 in KS2 on the yard, for the DSA's to refer complaints to.

The following sanctions are in place for not keeping to any school or playground rules:

- Time out – 5 minutes in a designated 'time out area, against the walls'
- 3 'time-outs' in any sessions and pupils are sent to a safe, supervised area to await the teacher.
- Very serious incidents affecting Health and Safety will result in the pupil being sent immediately to a safe, supervised area to await the Headteacher.
- Should a pupil be referred to the teacher on a regular basis then the parents will be informed. If there is no improvement in playground behaviour then further action will be taken.

In the case of a pupil whose conduct during the mid-day break is becoming unacceptable the headteacher shall warn the parents in writing of the possibility of disbarment – (exclusion from school during the mid-day break.) Children in receipt of Free School Meals would receive a packed lunch to take home if necessary.

Anti-Bullying

Objectives of Anti-Bullying Policy

Llanilltud Faerdref Primary School's Anti-Bullying Policy outlines what Llanilltud Faerdref Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

Our school community

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/ carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff, to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.

Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Monitoring & review, policy into practice

We will review this policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DCSF and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

Responsibilities

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

Review

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body will review this policy annually. The governors may, however review this policy earlier if they receive recommendations on how it may be improved or if there is a change in regulations.

Headteacher: 

Chair of Governors: 

Ratified: 24/06/2019