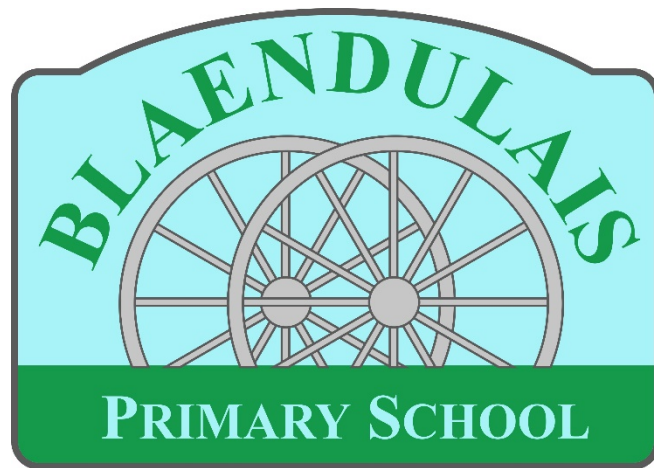


Behaviour & Anti-Bullying Policy



BEHAVIOUR POLICY

INTRODUCTION

At Blaendulais Primary School, we are committed to high standards of behaviour in all the children. We firmly believe that this is a necessary condition for effective teaching and learning to take place.

AIMS

A happy and caring school environment will be achieved by promoting the following aims:

- To encourage children to be polite and considerate to others (share, care and co-operate).
- To develop respect for themselves and for others.
- To develop self-discipline in the children.
- To promote respect for property and equipment.
- To encourage honesty and a sense of fairness.
- To involve parents in a partnership by providing information and valuing their support when necessary.
- To involve the Governing Body in implementing this policy.

EXPECTATIONS

We endeavour to achieve the above aims by having high expectations of the children's attitudes and behaviour. All staff are committed to putting into operation the following requirements:

1. Pupils should be polite, respectful and considerate towards their peers, members of staff and other adults in the school. We will encourage the children to abide by the following:
 - To address adults in school as "Mrs", "Miss" or "Mr" followed by the surname.
 - To say "please", "thank you" and "excuse me", and "sorry".
 - To answer orally when asked a question by saying "yes" or "no", thus discouraging casual forms of speech. Depending on the circumstance, the member of staff may also expect the child to answer more formally – "Yes, Mrs. Jenkins," etc.
 - To respond appropriately to instructions, ideally without the need for repetition.
 - To say "excuse me" and then wait for attention rather than tapping an adult.
 - Not to interrupt when others are speaking.
 - To always tell the truth.
2. Pupils should walk in the corridors and hall at all times.

3. Children are discouraged from playing in the toilets or cloakrooms.
4. Rough and dangerous play is discouraged in the playground.
5. When the bell goes, children should go to lines and wait for their class teacher before entering the building.
6. Children are asked to enter the school in an orderly fashion.
7. Good behaviour during Assembly time is expected, including entering and leaving the hall.
8. Children are asked to respect equipment and property.
9. Children are encouraged to put away equipment and leave the classroom in a tidy condition.
10. Children are encouraged to keep the cloakroom areas tidy.
11. Children are reminded that they are not allowed to leave the school premises at anytime without the permission of an adult.
12. Bad language is not tolerated.

OUT OF SCHOOL ACTIVITIES

Good standards of behaviour are particularly important during out-of-school activities such as educational visits. The class teacher is responsible for the children's behaviour, however, parent helpers must be made aware of their role in supporting staff.

ROLES

The Headteacher has overall responsibility for the maintenance of good order, conduct and general discipline at the school.

Every member of staff at the school is also responsible for the norms of behaviour at the school, in order to ensure the safety and well-being of all pupils. Consistency and uniformity in the implementation of this policy are important

The Headteacher should always be informed by staff of any child who is continually disobedient, or whose behaviour is unacceptable at school.

Through the school prospectus, and information provided on the school's website, parents are informed about the stated policy of the school regarding behaviour, discipline and bullying. Parents are made aware that the school expects their support in its efforts to promote good behaviour and discipline, through the Home School Agreement, in order to ensure the safety and welfare of all pupils. If strategies at school to improve such misbehaviour are not successful, then the

child's parents are contacted, informed and their co-operation is expected in order to try to solve the problem.

Children are expected to behave well at lunch times whilst in the care of the Supervisory Assistants. Parents are informed that the Headteacher reserves the right to exclude a child at lunch time, who continually misbehaves, causing problems for other children and Supervisory Assistants.

STRATEGIES

At Blaendulais Primary School, we have high expectations of good behaviour. The children are set clear parameters of acceptable behaviour and are constantly reminded of these.

The school is positive in its approach and adopts the following strategies to promote good behaviour with the emphasis being on praise and encouragement:

- Good behaviour is rewarded – by praise or giving stickers/certificates to children who exhibit good attitudes. Each class has their own effective reward system to promote good behaviour.
- Achievements Assembly – held weekly and can be used to reinforce the ethos of good behaviour.
- Generally, children who are interested and enjoying their work will be less likely to cause problems.
- Organisation – a well-organised classroom can reduce any disruption.
- Positive language – emphasis needs to be on the positive rather than the negative e.g. “come in quietly”, rather than “Don’t make a noise”. Negative commands can suggest activities that the child has not even thought of.
- Be fair – children respond much better if they believe they are being treated fairly. The punishment should be consistent and suitable.
- Meaningless warnings should be avoided.
- Responsibility and self-discipline – the children are encouraged to be responsible for their own behaviour and the class/school environment.
- Class or individual star charts can provide the motivation for good behaviour.

Emphasis is always placed on acceptable behaviour, however, children are reprimanded when they misbehave. The following strategies for dealing with unacceptable behaviour may be adopted:

Further details of level of behaviour and consequence can be found in 'Code of Conduct'.

- The verbal rebuke – this is obviously the most often-used form of punishment and, with co-operative children, it is usually effective. It is suitable as it is immediate and the child understands what has happened and why. The reason for its success is that most children are seeking teacher's approval, and they feel uncomfortable when approval is withheld.
- Apologising – encouraging the children to say "sorry" to another child or adult may be appropriate.
- Making amends – insisting that the child cleans up a mess or replaces damaged equipment, if appropriate.
- Withdrawal of pleasurable activities – if these activities are going to be withheld because of misbehaviour, the teacher must ensure that it does not affect the child's education. The child should only be withdrawn from an activity for an effective length of time.
- Ignoring – taking no notice of attention-seeking behaviour can be more productive than constantly chastising.
- Time Out – putting the child to sit or stand apart from the others or even taking the child away from the situation for a short length of time.
- Disempowering – taking the activity or apparatus away from the child.
- Involving parents – the class teacher may feel it appropriate to inform parents that their child has misbehaved. If the class teacher needs extra support, the child can be discussed with the Headteacher or SENCO.
- Headteacher support – discussion with parents on serious misbehaviour. Parents may be advised of strategies they can adopt to support the school.
- Outside support – in the case of serious or persistent misbehaviour, the school will request support, through the referral procedure, from the LEA Special Needs Team

Incidents of a serious/persistent nature are recorded on SIMS behaviour tracking module. Minor indiscretions are recorded by teachers and kept on pupil file.

ANTI BULLYING POLICY/PROCEDURES

All children, whatever their race, creed, colour, physical and mental abilities, have the right to grow up unharmed and to have the opportunity to develop fully.

The school aims to provide a safe and secure environment for all children. Bullying is seen as the wilful desire to hurt, threaten or frighten someone else. Bullying can be physical or verbal, overt or covert (through subtle intimidation). Through a whole school approach which is preventative rather than punitive we strive to make Blaendulais Primary School a place which will prevent bullying happening.

Pupils have the right to be taught in a safe, caring atmosphere. Teachers and parents must ensure this happens.

Elton Report

Blaendulais Primary School is a school that values all children and staff, irrespective of their differences. It is a school that values diversity which includes race, sex, beliefs and physical and mental abilities. Support mechanisms at school for both preventing bullying and dealing with bullies and the victims of bullying will include: -

- Playground buddies
- Circle Time
- School Council
- Mediation by adults
- Peer support
- Assertiveness training groups
- Working with external agencies as appropriate

Where an incident of bullying occurs, school will aim to meet the needs of both the victim/s of bullying and the bully.

Consultation

In preparing this policy, school aimed to consult with as wide a variety of interested parties as possible to seek their views on the policy and to note/incorporate any suggestions they may have. These interested parties included: -

- The children themselves (via the School Council)
- Parents
- Governors
- Staff

This consultation took place in a variety of ways including discussion in relevant groups and also in written format.

The member of staff responsible for overseeing this policy will be the head teacher and the governor responsible will be the Chair of Governors

Definition of Bullying

What do we mean by bullying?

1. "Bullying is the use of aggression with the intention of hurting another person"
2. Bullying results in pain and distress to the victim
3. Bullying can be:
 - Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - Physical – pushing, kicking, hitting, pushing or any use of violence
 - Racist – racial taunts, graffiti, gestures
 - Sexual – unwanted physical contact or sexually abusive comments
 - Homophobic – because of, or focusing on, the issue of sexuality
 - Verbal – name calling, sarcasm, spreading rumours, teasing
4. It may not necessarily be bullying when two people of roughly the same strength have a fight or a disagreement. It is more likely to be bullying when the behaviour is: -
 - Repetitive, wilful or persistent
 - Intentionally harmful, carried out by an individual or group
 - There is an imbalance of power leaving the victim feeling defenceless
5. Although identification of bullying depends on the specific context of the behaviour, examples include: -
 - Hair pulling
 - Mimicking
 - Blackmailing
 - Pushing people
 - Saying horrid things about family, clothes or appearance
 - Kicking
 - Hitting
 - Spreading rumours
 - Damaging someone's property
 - Excluding people
6. It is the basic entitlement of all children at Blaendulais Primary School to receive an education free from humiliation, oppression and abuse

Ability to identify behaviour as bullying

The principal forms of bullying are verbal, physical and manipulative

Verbal Bullying

This may:

- Involve name calling
- Make use of written notes, e-mails or mobile telephone messages
- Include threats of physical violence

Physical Bullying

This type:

- Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible might easily maintain that it is accidental when detected for the first time. It is a criminal offence when it involves assault, actual bodily harm or wounding
- May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power inappropriately.

Manipulative Bullying

This is where someone, or a group of persons:

- Manipulates social networks with the intention of excluding, ostracizing or marginalising individuals from their friends and normal relationships
- Spreads rumours or malicious accusations

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus upon parental, cultural or ethnically based lifestyles. It may dwell upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

The Kinds of Symptoms that Help Parents, Teachers and Children Identify Bullying as Bullying are as Follows

The child:

- Is frightened of walking to and from school
- Doesn't want to go on the school or public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobia)
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away

- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other money continually “lost”
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

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

Strategies to be Adopted at School

At Blaendulais Primary School, developing anti bullying strategies is viewed as a whole school issue, involving pupils, parents and staff in developing appropriate strategies for dealing with this issue. This issue will be dealt with both as a curricular issue e.g. during PSE lessons, drama lessons etc and also more informally during Circle Time etc

Curricular Opportunities

Anti-bullying strategies will be dealt with whenever appropriate opportunities arise and these will include direct lessons or indeed whenever appropriate opportunities arise.

Whilst bullying could be dealt with in a cross curricular way such as in drama, creative writing etc it should be planned for specifically for Health and Well-being (H&WB) lessons.

As part of our curriculum, including H&WB, Circle Time, School Council etc, the issue of bullying will be dealt with in a way appropriate for the age of the group of children concerned. These will be: -

- Specific work on bullying
- Work on bullying in drama and role play lessons
- Specific work on self-esteem and assertiveness
- Specific work on problem solving games which can be used to teach non conflict resolutions
- Occasionally drama productions by individual classes which can be shared with other classes in the school

An important issue will be for staff on duty i.e. teaching staff, teaching assistants, school meal supervisors etc, to consider the geography of the school and the areas where it can be difficult to see clearly and consequently an effort should be made to ensure that these are patrolled effectively. This would be true for all three of our teaching buildings, and also for the school canteen. This is because all of these have “hidden” corners. Additionally there can be “hidden” areas within the buildings themselves and duty staff will need to be aware of these and patrol them appropriately.

The strategies that school will use to help reduce bullying will be as follows:

- Circle Time
- Buddying
- School Council
- Mediation by adults
- Peer support
- Assertiveness training groups
- Working with external agencies as appropriate

School acknowledges that there may be occasions where tougher action is needed to solve bullying problems. There needs to be a graduated scale of response, which may in the most serious cases lead to temporary or even permanent exclusion.

School will keep a bullying register and this will contain for each incident:

- The names of those involved, including the victim, the bully and any witnesses
- Dates of the incidents
- Action taken
- Monitoring of the situation

NB A far fuller discussion on these issues, together with help and advice can be found in the WAG Publication, ‘Respecting Others: Anti Bullying Guidance- Circular No: 23/2003 September 2003’

Strategies for Parents

As a school we recognise that parents have an important role to play in helping school to implement its Anti Bullying Policy effectively. School will encourage parents to:

- Inform the school if they are aware of or suspect that bullying is taking place
- Encourage children to be friendly and tolerant to others and not to be aggressive
- Support the school if further action needs to be taken

School aims to ensure that parents, as well as all staff and students, should know that the school does not tolerate bullying and takes a positive approach toward educating pupils to combat it.

School also aims to ensure that the parents of students who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate, in conjunction with school staff.

Parents will be informed of the policy and the procedures and the possibility of permanent exclusion following gross acts of bullying.

If a parent wishes to make a complaint about bullying at school, they should contact their child's class teacher or the head teacher. It would be an advantage to school in dealing with this issue if parents would:

- Try to stay calm
- Be as specific as possible about what their child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything they can do to help their child at school
- Stay in touch with the school over the incidents

- **Strategies for Pupils**

Any pupil who feels that s/he has been the victim of bullying should report this to an adult they feel comfortable talking to. This adult could be:

- The class teacher
- A teaching assistant who works in the class
- A school meals' supervisor
- The head teacher
- Their parents (who in turn should inform the school)

The above in turn should report the incident/s to the head teacher. The staff member concerned should always attempt to reassure the pupil and to let them know that action **will** be taken by the school.

The disciplinary processes that will be followed for acts of bullying will be as follows, if all attempts to stop the bullying fails. These will be particularly so for persistent and violent bullying:

- The bully will be made aware that their behaviour is related to an outcome and has consequences for themselves and others
- Time out – the bully will be removed from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often find a solution
- Denial of privileges with the opportunity to redeem one's self
- Individual student management plan (as part of our pastoral support programme)
- Parental involvement

- Counselling
- Removal of the bully away from the victim (e.g. into another class)

If all steps fail, it may be necessary to exclude the pupil for a fixed period, or particularly if serious violence is involved permanent exclusion. This however will not be a standard course of action and each case will be considered individually on its merits.

The procedures for dealing with incidents of bullying will be discussed in the next section.

Procedures for Dealing with Bullying

Blaendulais Primary School has clear and transparent procedures for dealing with bullying. Such incidents will be dealt with via a staged response which is described below:

<u>Stage 1</u> <ul style="list-style-type: none">▪ The child reports the incident/s of bullying to the class teacher/duty teacher/school meals supervisor (as appropriate)▪ They will then report this to the head teacher or alternately, the child may report it directly to the head teacher▪ Following an appropriate investigation, if bullying is proven, the bully is made to apologise to the victim in either verbal or written form depending upon the seriousness of the incident▪ The victim/bully is counselled by the class teacher/SENCO/Head teacher as appropriate▪ If the incident is deemed serious enough there will be a loss of privileges▪ Again if deemed serious enough the parents of both the victim and the bully will be informed	<u>Stage 2 (School Action)</u> <ul style="list-style-type: none">▪ The SENCO or class teacher will control the action taken▪ The child is given notice that “bullying” and other inappropriate behaviour is being recorded▪ The record is begun containing the date and description of the incident▪ The class teacher and the SENCO counsel the child informally▪ The parents are involved in counselling▪ Evidence is collected and, in consultation with the parents it is decided if the child concerned has a Special Educational Need. If so, access to stage 3 Code of Practice is implemented	<u>Stage 3 (School Action Plus)</u> <ul style="list-style-type: none">▪ The head teacher will control the action taken (with the support of the SENCO)▪ The head teacher/Outside Agency/SENCO implements strategies to correct the behaviour▪ The parents work in tandem with the school▪ The Chair of Governors is informed and a meeting of all concerned takes place as soon as possible. Suspension and/or exclusion may be considered
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Inappropriate Sexualised Behaviour between Children

This section is a new section to the policy (added in July 2010) and was prepared as part of a bi-annual review of the policy, following advice from the LEA.

The lead person for dealing with any incidents of sexualised behaviour will be the head teacher.

All incidents of a sexual nature will be carefully investigated in line with guidance from the LEA and will be reported to the Child and Vulnerable Adult Safeguarding Officer.

When an incident of sexualised behaviour occurs, appropriate action will be taken in line with the All Wales Child Protection Procedures.

Each incident will be carefully recorded by the head teacher and an exemplar recording form can be found at the back of the policy.

When completing the form, and in dealing with the incident itself, the head teacher will use the guidance found in the NASS publication, 'AIM – Education Guidelines for Identifying and Managing Sexually Harmful and Problematic Behaviour in Education Settings'.

Timetable for Development and Review

1. This policy will commence at the start of the Spring term 2008
2. The Senior Management Team with the help of the SENCO will monitor the effectiveness of the policy
3. Teachers will introduce the Policy to the pupils in their class during their first PSE lesson of the Spring Term 2008 and will then remind them of the contents of the Policy on a termly basis
4. The views of the pupils as to the effectiveness of the Policy will be sought on an annual basis
5. The head teacher will report to governors on the effectiveness of the Policy on an annual basis
6. The Policy will be reviewed bi-annually following discussion with staff
7. It will be reviewed before this time if the need arises

8. The Policy was reviewed in July 2015 to take account of further guidance from the LEA on dealing with 'Inappropriate Sexualised Behaviour Between Children'
9. The policy will next need to be revised in 2017
10. The policy will next be reviewed in 2020/21
11. The policy will next be reviewed in 2023/24

Bibliography

1. "Respecting Others: Anti Bullying Guidance" – Welsh Assembly Government 2003
2. School Anti Bullying Policy Self Assessment Tool – Neath Port Talbot LEA
3. Evaluation of Anti Bullying Policies in Schools in Wales Final Report – Welsh Assembly Government
4. Bullying the Facts - Welsh Assembly Government
5. Bystanders and Bullying - Welsh Assembly Government
6. AIM – Education Guidelines for Identifying and Managing Sexually Harmful and Problematic Behaviour in Education Settings - NASS



Neath Port Talbot County Borough Council
Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot

Confidential

School

Inappropriate Sexual Behaviour Monitoring Form

To be completed each time there is an incident concerning inappropriate sexual behaviour (even if it is relatively minor). To be kept with child/adolescent's, child protection/confidential file with copy sent to Pupil Parent Support, Civic Centre, Port Talbot. SA13 1PJ.

Child/Adolescent's name:

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Date of incident:

Form completed by (should be the person who observed or had the incident reported to them)

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Type of behaviour: describe in as much detail as possible, what the child/yp did or said:

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.....

.....

Context of the behaviour e.g. was the behaviour spontaneous or planned? Was there use of force, threat or coercion?

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Relationship between the child/yp involved: e.g. are they of a similar age, would they normally associate with each other; is there anything to suggest that one child/yp may be more in control than the other e.g. size, ability, status, strength differences?

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Response of other children/yp, adult involved: e.g. did they engage freely? Were they anxious or fearful?

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Response of the child/yp: e.g. were they defensive, denying, aggressive, angry, or were they passive; or were they embarrassed, regretful and taking responsibility?

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What was attempted to address the behaviour and what was the child/yp's response to that? e.g. could the child/yp be easily focused on another task, or were they difficult to distract and kept returning to the behaviour. Did they respond to the boundaries that were set?

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What was the response of the parents when informed of their child's sexual behaviour?

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Did you contact the Child and Vulnerable Adult Safeguarding Officer
Y/N

Signed/Date:

Name:

A copy of this completed
form to be forwarded to:

Pupil Parent Support,
Civic Centre,
Port Talbot.
SA13 1PJ

Sexual Behaviours Timeline/Chronology Sheet

Date	Type of Behaviour	Recording Form Completed

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EXCLUSIONS

In extreme cases, it may be necessary to exclude a child for a certain period of time. The Headteacher will take the initial decision and all procedures will follow L.E.A and W.G. guidelines. Please see separate policy for Excluding Pupils. The Chair of Governors and SEN Governor will be informed immediately of any exclusion.

MONITORING

All staff will be responsible for monitoring the policy, with the Headteacher having overall responsibility. Incidences are recorded in the School Confidential Record Book (Headteacher's office locked filing cabinet).

PARENTS' COMPLAINTS PROCEDURE

The following procedure is to be adhered to when a parent has a complaint:

1. Parents should first consult with the teacher and the Headteacher.
2. If matter is not resolved a letter should be sent by the parents to the Chairman of Governors.
3. The parents will then be called to a hearing with the Disciplinary Complaints Committee.
4. In the event of an unsatisfactory conclusion the parents can meet with the Appeals Committee.
5. If there is still no satisfaction, this will be put on the agenda for a full meeting of the Board of Governors. They will then decide if this matter should be brought to the attention of the LEA.
6. LEA

GOVERNORS, IF APPROACHED, ALTHOUGH WISHING TO HELP THE PARENTS, MUST INFORM THE PARENTS WITH REGARD TO THE CORRECT PROCEDURE. A copy of the Complaints Policy and Procedures can be found on the school's website.

EVALUATION & REVIEW

This Policy Document will be evaluated and reviewed as and when appropriate as part of the school's self evaluation process

February 2015

Appendix 1

Incident Report Form

<u>Date & Time:</u>	<u>Pupil /s Concerned</u>	<u>Class / es:</u>

Brief Description of what happened:

Reported to and by whom?

	<p><u>Action / Follow up & who has been informed:</u></p>
<p>Signed by:</p>	

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