PORTFIELD SCHOOL & SATELLITE CENTRES

POLICY DOCUMENT FOR BEHAVIOUR, DISCIPLINE & ANTI-BULLYING

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<u>Reviewing the Policy</u>

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher ………………………….   Date ……………….

Chair of Governors …………………………..   Date ……………….

Introduction

This document is a statement of the aims, principles and strategies for Behaviour at Portfield School and should be read in conjunction with the following school policies:
  - ➢ Personal and Social Development Policy
  - ➢ Positive Behaviour Management (Safe Pupil Restraint) Policy
  - ➢ Assessment Recording and Reporting Policy
  - ➢ Health and Safety Policy
  - ➢ Communication Policy
  - ➢ Anti-bullying Policy

This policy was developed through a process of consultation with all staff and governors. The policy will be reviewed biennially.

Rationale
  - ➢ Everyone at Portfield School has a duty of care to provide a safe environment for all its pupils and staff. All pupils have a right to be treated with respect and dignity.
  - ➢ All pupils have a right to access learning.
  - ➢ Positive behaviour will be promoted and rewarded.
  - ➢ Appropriate behaviour maximises the educational experience our pupils receive; allowing staff to teach and young people to learn.
  - ➢ The school's focus is teaching and learning and we are committed through planning and collaboration to provide positive education experiences in a stimulating environment and therefore negative behaviour is not acceptable.
  - ➢ Bullying among pupils or staff is treated seriously and will not be tolerated.
  - ➢ It is acknowledged that some pupils may have behavioural difficulties associated with their learning difficulties and whilst every attempt will be made to manage these behaviours with a range of strategies there may be occasions when force has to be used to physically control or restrain a pupil (see Positive Behaviour Management - Safe Pupil Restraint Policy).
  - ➢ Some pupils may have diagnosed conditions such as Attention Deficit Hyperactivity Disorder (ADHD) which can mean they have additional behavioural difficulties and may take regular medication for their condition. Whilst some allowances are made for these pupils they will receive the same level of care and support for their behaviour management as all other pupils.
  - ➢ All pupils are taught strategies working towards self management of their own behaviour.

Ethos and Values of Portfield School

Working together   Learning together   Achieving together

At Portfield School we strive to
  - Create a happy, safe, supportive and stimulating learning environment
  - Value everyone
  - Develop everyone's personal, social, emotional health and wellbeing
  - Promote relevant academic and vocational skills
  - Meet individual needs through an imaginative and flexible approach

- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Ethos

Portfield School is organised in order that children and staff are happy, confident and at ease. We encourage everyone to discuss and implement rules fairly and consistently to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility. No differentiation is made between the input of teaching and non teaching staff in the development and implementation of a behaviour policy.

Aims

- To promote good and appropriate behaviour at all times for all pupils both in school and when involved in off-site activities.
- To value and appreciate one another, irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- To develop self-discipline, the ability to learn independently and work co-operatively.
- To listen with respect to one another and be conscious to never damage another's self-esteem.
- To foster a caring attitude for the School environment, including the building inside and outside areas, equipment and personal effects.
- That those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos (Bliss 1994).

School Values

- Telling the truth
- Respecting the rights and property of others
- Acting considerately towards others
- Helping others
- Taking personal responsibility for one's actions
- Self discipline

Strategies

A range of strategies are used to promote good behaviour. These primarily stem from the belief that rewarding good behaviour has a more beneficial effect and is more positive for the pupil than reprimanding negative behaviour. Pupils also need to know what is expected of them and this is described later – Code of Conduct.   Simple guidelines for behaviour management can be found in Appendix 1.

The strategies employed include:
- Rewarding positive behaviour (described below)

- Use of strategies including the TEACCH approach eg structuring the physical environment, using visual support and following regular routines
- Positive consistent behaviour handling programmes for individual pupils
- Specific teaching on issues such as rules, bullying through the PSD curriculum
- Techniques as taught by Team Teach and authorised by the headteacher
- Appropriate staffing levels at less structured times of the day, for example break time and lunch time
- Restorative practice – developing skills to better manage incidents in the future
- Good outside play equipment, choosing/play equipment during wet lunchtimes to maintain pupils attention
- Appropriate use of ICT
- Developing Emotional Literacy through awareness of different emotions
- Circle time – (Jenny Mosely 2000). Problem solving strategies social stories. The process of sharing, discussing and negotiating is as important as the outcome"
- Pyramid Club
- Use of role play and social group sessions.

Rewarding Positive Behaviour

There are a range of rewards deployed within the school:

- Praise " catch pupils being good"
- Individual class 'Star Charts'; or other age appropriate re-enforcement
- Class Helper system- helpers may be appointed on a daily or weekly basis
- Celebration assembly – Star of the Week - pupils are awarded certificates for good behaviour as well as good work
- Head Boy and Head Girl badges- awarded annually from staff votes
- Pupils are also encouraged to visit the Headteacher/SLT for praise/rewards for good work or good behaviour
- Class or school events such as shopping trips, discos, parties, theatre trips
- Good news books and share positive behaviour with parents
- Use of "working towards" visual supports.

Discouraging Inappropriate Behaviour

It is important that as far as possible a consistent approach is adopted by all staff. At Portfield School, children are always given the opportunity to make amends through restorative practice. Very often when they have reached a realisation of how their behaviour, action or lack of it has affected someone else children are upset. The opportunity to make reparation can go a long way towards stimulating the motivation for change. We believe that the ingredients for the reparation process are:

- Understanding what is wrong
- Feeling sorry
- Problem solving to put it right
- Acting effectively
- Learning for the future

Sanctions

We agree with the ELTON Report when it stated that "Schools need to establish a healthy balance between rewards and sanctions".

Children with behaviour problems need a great deal of immediate feedback. We believe that we need to initially implement the range of low level sanctions and diversions at ones disposal. Where ever possible, we encourage negotiated sanctions that match the offence. Therefore where appropriate and in discussion with the child we:

➢ Check that child understands what the problem is
➢ Establish she/he knows the behaviour was unacceptable
➢ Explore the effect that the behaviour has on themselves
➢ Explore the effect that behaviour has on others
➢ Examine strategies for avoiding the same situation in the future
➢ Encourage children to think of or offer some alternative strategies
➢ Problem solving
➢ Representing discussions visually using symbols/pictures/comic strip stories etc.

Strategies for minor infringements might normally include:

➢ A non-verbal signal (shake of head)
➢ Ignoring/distraction
➢ A note in the Home/school books
➢ A private verbal discussion and reminder of unacceptable behaviour
➢ Repetition of task if necessary
➢ Removal from scene of disruption
➢ Withdrawal from task within the classroom
➢ Removal from class to an alternative supervised area
➢ Withdrawal of privilege e.g. loss of one break time
➢ Informing and discussing with parents if necessary
➢ Parents will be kept informed and in discussion with staff they may contribute to the Positive and Consistent Handling Plan.
➢ Some pupils may need to be removed from a situation to prevent escalation of the behaviour, injury to self or others or to prevent further disruption of a lesson. In these cases a pupil will be accompanied away from the situation and remain supervised until the incident/situation is resolved. (See policy on Safe Pupil Restraint)
➢ If it is necessary to physically intervene to move a child or prevent a child causing physical harm to others, the strategies advocated by Team Teach will be used as authorised by the headteacher
➢ If further sanctions become necessary, these may include a visit to the Headteacher, withdrawal from certain off-site activities where the pupil's behaviour may disrupt the learning for the other pupils or where the behaviour may affect the safety of themselves, other pupils – staff or public
➢ Meetings set up with parents and other professionals to discuss the behaviour and strategies to resolve the problems
➢ In exceptional cases parents may be contacted to discuss temporary or permanent removal from school. If it is felt by all professionals involved that Portfield School is no longer a suitable environment to meet a pupil's needs alternative education provision will be sought for the pupil.

- Adaptions to the timetable, curriculum and environment may be made.

Exclusions
- The school will try to do as much as possible to prevent pupils from being excluded
- The school has very good support from the authority's Education Officers and Behaviour Support Service who will advise on exclusions
- Parents, Educational professionals, Positive Behaviour Intervention Support Team (PBIS) and where appropriate Health Service and Social Service personnel will all be consulted where behaviour has deteriorated to such an extent that exclusion has been necessary
- Any exclusion will only take place in exceptional circumstances and after all other options have been considered.

Recording, Reporting and Monitoring Behaviour

- All incidents/accidents involving negative behaviour/injury are recorded on the school's Behaviour Watch System. Parents are informed (Appendix 2) >>ABC/Behaviour charts are completed when behaviour is a concern
- Behaviour is monitored by the SLT.

Please see Appendix 1 for an example of the Behaviour Watch System.

Self Discipline

The principle aim of the Schools behaviour policy is to encourage, as far as possible, student self-discipline and to teach the pupils skills to manage their own behaviour

In-service Training Needs

- New teachers and supply teachers to the school are given initial and ongoing support in behaviour management. The school implements a policy of identifying both long-term and short term training needs for all staff including non-teaching staff. These needs are addressed through INSET as is the development of teacher skills in behaviour management.
- The Headteacher will prioritise staff who work with pupils exhibiting the most difficult problem behaviour.
- Whole school training in Positive Behaviour Management (Team Teach) is usually delivered in-house through the school's own staff experience or through LEA courses, other local services personnel or external agencies.
- Regular behaviour support meetings for all classes with SLT to discuss and review behaviours that challenge and strategies to develop positive behaviour.

Portfield School Discipline/Code of Conduct

Any organisation in which large numbers of people spend their working day needs to establish and maintain systems and attitudes which help to create an atmosphere of good order. If a school is to run effectively, both staff and pupils need to be fully aware of what

is expected of them. Clearly the whole staff needs to be involved in achieving and maintaining good discipline.

There are few rules at Portfield School but those that are in place are based on the following:

- Everyone is to show common sense, responsibility and self-discipline at all times.
- Everyone is to show respect and consideration for other people and their property and possessions.
- Each class develops these and represents/displays them visually in a manner suitable to the age and ability of the pupils.

Pupils are required to:

- Be in class to start lessons on time

- To walk and not run in the corridors

- Not to chew gum anywhere on the premises

- To only bring drinks to school in cartons or plastic bottles never in glass bottles

- To use litter bins and not to drop litter

- To dress appropriately for school, school uniform is recommended

Lunchtime

- To proceed to the serving hatch in an orderly fashion

- To respond positively at all times to the Teacher, Lunch Time Supervisor and Support Staff on duty

- To remain in the playground (if the weather is dry) unless given permission by the person on duty to enter the school

Home Times

- All pupils should remain seated in the hall/classroom and wait to be escorted to their transport.

- Escorts/parents should be vigilant of transport until they are stationary and then walk to pupils to them in an orderly fashion.

Specific Rules

1. Attendance

School attendance is a legal requirement. In the event of absence because of illness a note from parents must be supplied if the school has not been notified either by word of

mouth or telephone. Please see attendance policy for further details. School make contact with any parents for whom no reason for absence has been given.

2. Participation in School Activities

If a pupil is unable to participate in school activities e.g. games, swimming, etc. a note must be supplied by the parents if the school has not been notified either by word of mouth or telephone prior to the activity taking place.

3. Smoking

Smoking is forbidden at all times in the school grounds and on the school premises.

<u>Positive Behaviour</u>
Portfield School places great emphasis on the development of positive acceptable behaviour. We see the importance of encouraging the development of self esteem amongst pupils as crucial to this. All children are celebrated for their achievements and progress in and outside of the classroom and in all areas of development. This is done by:

- Praise from the class teacher and support staff and other pupils

- Praise from the Senior Leadership Team and certificates in the weekly "celebration assembly"

- The awarding of stars/stickers/negotiated rewards

- Encouraging good relationships between pupils and with staff

- Involvements in special events e.g. concerts and events

- Mobile phones should be handed to the teacher or reception and will remain switched off during school time. They will be returned at the end of the school day.

This policy recognises that all the staff and pupils at Portfield School have a role to play in developing a positive environment.

Respecting Others/A Policy for Anti-Bullying

Working together   Learning together   Achieving together

At Portfield School we strive to
- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

At Portfield our aim is to create a happy, friendly environment within the school ensuring the well being of each pupil and thus providing each individual the opportunity to develop fully while enjoying a safe and caring atmosphere. However, we are aware that pupils may display behaviour which may cause emotional or physical hurt to others.

There is however a difference between "bullying" and the 'one-off' frustrated verbal or physical responses of a pupil with severe learning difficulties.

This policy should be read in conjunction with the following school policies/documents:

- School Prospectus;
- Policy for Behaviour;
- Policy for Personal and Social Development (P.S.D.);
- Policy for Safe Pupil Restraint.

Rationale

Portfield School believes that bullying and cyber bullying are unacceptable and should not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour.

"All children, whatever their race, sex, beliefs and abilities have the right to be safe and to be free from oppression, humiliation and abuse" (The Children's Act 2004).

Aims of the policy: Our Policy is a working framework to support our whole school ethos which is to ensure that children feel safe, secure confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate. Our children's health and well-being is of paramount importance.

Prevention includes sending out a clear message that negative behaviour is anti-social, unacceptable and will not be tolerated here. **This school policy is based on the Welsh Government initiative and Guidance "*Respecting Others: Anti-Bullying Guidance". It* can be accessed from www.wales.gov.uk/respectingothers**

What is Bullying behaviour?
**"Bullying is when someone hurts, threatens or frightens you regularly*"* *Definition used by SCPO Police Liaison Officers in Workshops in schools in Pembrokeshire.*

Bullying is deliberately hurtful and designed to cause distress. It is usually repeated over a period of time and is difficult for the person being bullied to defend themselves against. It involves an imbalance and abuse of power and is not age dependent. It may have a racist or discriminatory motivation and can focus on ethnicity, culture, class, religion, learning difficulties, gender, sexuality, long term health conditions and disability. It may be based on small differences between children which are not always clear to us and may shift and develop as relationships change. Bullying behaviour may be shown by individuals or groups. It may not always be clear who is manipulating the behaviour we see. Some children can be 'provocative victims' *eg* by behaving in a tiresome way which eventually triggers a response which may then be seen to be bullying.

Bullying is not falling out with friends, choosing not to play with someone, disliking someone, one off aggressive behaviour such as a fight between children who disagree, accidental physical contact, or the normal rough and tumble of playground life.

Bullying can take many forms, but the main types are:
- Physical – eg hitting, kicking, punching, spitting, biting, sexual harassment, having belongings damaged/stolen or removed, intimidation;
- Verbal – eg name calling, teasing, insulting, sarcasm, threats, offensive remarks, sexual/racial comments;
- Emotional / Psychological – eg excluding, humiliating, dirty looks, making distressing comments about family members, spreading stories/malicious rumours;
- Cyber bullying eg online comments, photos, sexting etc.

There are also specific types of bullying relating to identities that should be part of these existing strategies. Schools may benefit from some additional support when devising preventative and responsive measures to different types of identity-based bullying. To this end, the Welsh Government has produced a set of type-specific anti-bullying guidance for schools.
The set includes:
- bullying around race, religion and culture
- bullying involving learners with special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying.
- cyber bullying.

The Act creates anti-discrimination legislation covering 9 "protected characteristics" including:-
- Age
- Disability
- Gender reassignment
- Race
- Religion/belief
- Sex
- Sexual orientation
- Manage and civil partnership
- Pregnancy and maternity

These specific types of bullying should be tackled by the school using the guidance materials on the Welsh Government's website at: www.wales.gov.uk/respectingothers

Bullying affects everyone, not simply the victims and the instigators. It has an influence on other children who may witness violence, aggression and the distress of the victim.

How would bullying be interpreted at Portfield if it should occur?

- An individual is consistently picked upon through name calling, teasing, recognition of the constant reminder of a specific weakness or disability;
- Constant provoking leading to the prevention of a pupil fully participating in activities whether work or play:
- A pupil is being hit or kicked by a pupil who is targeting that pupil
- Provoking another pupil into unacceptable behaviour ;
- A child is purposely ignored by others in a gang

Rules and Regulations Regarding Bullying

The staff and school governors at Portfield wish to make it clear to pupils and their parents that **"Bullying will not be tolerated in the school".**

We will make sure that all staff including teachers, support staff, dinner supervisors, school cooks, caretaker, students, voluntary helpers and visiting multi-disciplinary staff will be aware of our policy.

Our aim to combat bullying in the first instance will be a preventative one as it is agreed that "prevention is better than cure". Pupils will be encouraged to develop an attitude of caring and consideration towards others, taking responsibility for the well being of their fellow pupils and their needs. These attitudes will be emphasised especially through specific class projects and discussions in Assemblies, Religious Education policy and scheme of work. This is the ethos of the school and is encapsulated in the mission statement.

We must acknowledge however that because of the communication problems experienced by many of the pupils of Portfield it is very difficult to employ, across the board, such methods as explanations, discussions and/or role play as a preventative tool.

It must be realised also that many of our pupils are unable to express their concerns and fears, this makes it even more important that as members of staff we are even more aware of pupils' communication needs. It will be made clear to those pupils who can understand however, that bullying is not acceptable.

Our whole school approach to preventing bullying includes:

- School Council – anti bullying awareness raising and posters;
- eSafety Council and pupils to raise awareness of online bullying issues;
- Self-referral to School Counsellor;
- PASS questionnaire administered regularly;
- Developing a positive ethos which includes knowing that bullying is unacceptable here;
- Expecting positive behaviour which helps and supports learning and development;
- Promoting co-operation and expecting socially responsible behaviour;

- Encouraging those who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter the bullies;
- Valuing and celebrating everyone's differences, skills and talents;
- Supporting the development of emotional literacy, self esteem and resilience through assemblies, Circle Time, Personal Social Development Scheme of Works (PSD), the Healthy Schools programme, skills development, teaching pupils personal coping strategies (*eg.* with Dr Emily Lovegrove), School Council involvement, Buddy schemes and Peer Mentoring;
- Active involvement of our designated Police School Community Police Officer (SCPO) in the delivery of the all Wales School Liaison Core Programme;
- Showing respect for others;
- Making the information in this policy available to all stakeholders;
- Involving all members of the school community in designing /implementing policy;
- All parents are given a copy of the policy when pupil starts school;
- All staff are given a copy of the Policy at induction meeting;
- Promoting Rights of the Child;
- Language group work to develop confidence in experiencing emotions;
- Pyramid Club;
- Nurture Group to be explored.

Why should we be concerned?

Someone who is experiencing bullying will be upset and distressed and find it hard to concentrate on work or learning. There may be signs such as poor attendance, truancy, being late, being off school sick, becoming withdrawn and anxious, losing possessions and money, having mood swings, and showing untypical behaviour.

Encouraging reporting of incidents if bullying occurs:

- Pupils in this school can be assured that their concerns will be responded to with sensitivity. All reports will be taken seriously and investigated;
- Confidentiality for anyone who shares information will be respected;
- Opportunities for children to communicate concerns include a worry box, access to any member of staff, representation on the School Council, eSafety council and buddies/mentors who will pass on concerns;
- This school takes into account the guidance given in the All Wales Police "School Beat" guidance document.

Guidelines for staff

- Bullying must be dealt with swiftly, when it occurs all staff must be consistent in their approach when dealing with such behaviour.
- Pupils must be supervised well at all times.
- Staff must be very prompt when on duty during break and lunch times.
- Encourage children to "tell" (using their individual means of communication) the nearest adult of their problems and not to retaliate. Let them know that they are cared for and if there is anything or anyone troubling them that they must inform a member of staff and keep telling someone until something is done about it.
- Be prepared to listen to any complaints concerning harm or harassment, investigating them thoroughly without appearing to take side.
- Be aware and sensitive to typical bullying signs:-

- o Constant tears and signs of distress especially after breaks;
- o Constant opting out of school activities;
- o Reluctance to join in with certain pupils;
- o Constant reports of damage to an individuals property;
- o Refusal to go out to play;
- o Continuous absenteeism;
- o Child becomes withdrawn.
- Inform the Senior Management team of the incident.

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government "Respecting Others" guidance:

- We will take all incidents seriously and record their occurrence on a Bullying Log. **A designated person will monitor and collate information on victims and potential bullies. An electronic system, available to all staff, facilitates this process.**
- Investigate the incident / establish facts by independently talking to all involved;
- Use appropriate intervention techniques to manage difficulties between bullies & victims; encourage reconciliation where this is possible / feasible;
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents;
- Involve parents as early as possible where incidents merit it;
- Apply guidelines from the all Wales Police "School Beat" partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible;
- Keep accurate, factual records of all reported incidents and the school's response.
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Provide on-going support for those involved where necessary;

THE OPERATIVE WORDS FOR THE PUPILS ARE "TELL SOMEONE"

THE ADULTS MUST "LISTEN" AND "TAKE ACTION"

Staff should not:

- Ignore bullying or any threatening behaviour;
- Allow children to sort thing out;
- Threaten or challenge the bully with violence;
- Do anything which may lead to the escalation of violence.

Staff should be aware that their reaction to bullying could constitute bullying itself.

Behaviour should be given the same consideration as learning difficulties and possible learning strategies devised to develop more acceptable behaviour. It is necessary to look at individual needs and consider whether a consistent behaviour programme needs to be developed.

Depending on the type of incident, if sanctions are used, these may include:

- Withdrawing privileges/free time; preventing access to parts of school; detention; lunchtime exclusion; short term exclusion; involving parents as / when necessary; involving appropriate outside agencies; including details on the bully's school record; exclusion.

SUMMARY: Strategies and preventative measures to reduce the likelihood of bullying in this school :

- A whole-school approach involving everyone (staff, students, parents & governors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, eg. assemblies, pastoral work, PSD, parents meetings, newsletter, website;
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – knowing that not taking action condones the behaviour;
- Having a system in place for students to inform staff in confidence when bullying occurs; ensuring staff are appropriately trained and supported to respond to this.
- Developing our understanding of collective responsibility through Support Groups, Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (*eg* PSD and our Healthy Schools initiative; sessions with School Community Police Officers);
- Supervision at playtimes;
- Having a clear, explicit link with the school's Behaviour and Child Protection & Safeguarding Policies;
- Including bullying in our home-school agreement.
- Providing clear information and guidance on dealing with bullying and the help which is available for students, parents and staff.
- Staff modelling the valuing of pupil individual differences and talents

Reviewing the policy

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

Reference documents and useful links:

- "Respecting Others: Anti-Bullying Guidance" Sept 03 National Assembly for Wales Circular No: 23/2003.
- Respecting Others Anti Bullying Guidance September 2011: Circular 050/2011 www.wales.gov.uk/respectingothers
- "Evaluation of Anti-Bullying Policies in Schools in Wales" Cardiff University Report 2006
- "School Anti-Bullying Policy Self-Assessment Tool" Welsh Assembly Government Nov 08
- Be-SMART Resource file / Pembrokeshire County Council Internet Safety Group
- All Wales Police School Liaison Core Programme and All Wales Police "School Beat" guidelines for schools
- www.schoolbeat.org for links to Police School Liaison Programme outline and documents.
- The Equality Act 2010.

- A Survey into the Prevalence and Incidence of School Bullying in Wales. Main Report: People and Work Unit, 2010
- Equal Opportunities and Diversity in Schools: Estyn, 2005
- No Place for Bullying: Ofsted, 2012
- Prevention and response to identity-based bullying among local authorities in England, Scotland and Wales: Equality and Human Rights Commission, 2010
- Promoting Disability Equality in Schools: Welsh Assembly Government, 2007
- Respecting Others: Anti Bullying Overview: Welsh Government, 2011
- Respecting Others: Bullying around race, religion and culture: Welsh Government, 2011
- Respecting Others: Bullying around special educational needs and disabilities: Welsh Government, 2011
- Respecting Others: Cyber bullying: Welsh Government, 2011
- Respecting Others: Homophobic bullying: Welsh Government, 2011
- Respecting Others: Sexist, sexual and transphobic bullying: Welsh Government, 2011
- Review of Disability Equality Schemes and practice in schools and pupil referral units: Estyn, 2011
- Tackling bullying in schools: Estyn, 2005
- The impact of schools' race equality policies: Estyn, 2009
- The nature and extent of pupil bullying in schools in the north of Ireland: RSM McClure Watters, 2011
- The School Report: Stonewall, 2012.
- Action on bullying. A review of the effectiveness of action taken by schools to address bullying on the grounds of pupils' protected characteristics (ESTYN June 2014)
- ERW Safeguarding Children policy.

Simple guidelines for effective behaviour management

1. Establish a friendly, positive supportive relationship with the pupils in your care.

2. Make sure, whenever possible, that pupils are doing purposeful activities at the correct level that they enjoy. Busy pupils generally don't present challenging behaviours.

3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.

4. Try to identify when behaviour problems are likely to arise and, where possible, try to divert or modify the pupils' behaviour before there is a need for discipline.

5. Know the school rules and the reasons for them. Be clear, firm and polite about behaviour boundaries.

6. Develop and discuss as a class an agreed "Behaviour Charter" and refer to it to reflect as positive and negative behaviour.

7. Know what sanction you can use, but avoid using them – especially if a quiet word or reminder will do.

8. Always remain calm when you speak to pupils – this will help you to maintain your authority and confidence and keep your relationships with them positive.

9. Avoid telling a pupil off publicly.

10. Avoid the use of sanctions when support strategies will suffice. E.g. use Time Out so that when a pupil behaves inappropriately, he or she is given an opportunity to calm down. Once the pupil has calmed down you can discuss, in a calm and rational way, what went wrong and how the pupil could avoid or resolve the problem in the future.

11. Use other school staff, share an issue with a colleague so that staff can support each other in addressing the individual pupil's behaviour needs of the whole school.

12. Refer for further support to get another view of the issue.
(Taken from THE PRIMARY BEHAVIOUR FILE. Rory Gorden.pFp. London 1996).
13. Change of face.
14. Be fair.
15. Be consistent.
16. Explain reasons for events/behaviour/feelings.
17. Develop routines that include opportunities to explore problems and solutions.
18. Teach pupils self regulation strategies on individual basis.

| Ms R Knarston | Pupil Accidents/Incidents | ABCs | Risk Assessment | Pupil Concerns | Staff Accident/Incident | Parental Contact | External Agencies | 1 2 ▶ |

Slip

Student ➕ ➕ ⓘ [Please select a student ▾]   Staff [Knarston Rebecca ▾]   Victim [None ▾]

Description [   ]

Status [Open ▾]   Location [College ▾]

Date [11 Oct 2016] [Date]   Period [PSD/Lunch (L/S) ▾]   Time [12 ▾] [33 ▾] [pm ▾]

Staff Victim [None ▾]

CC   Click Here to Inform Others

Incident Type
☐ Accident   ☐ Incident   ☐ Near Miss   ☐ Assault

PI Used
☐ Physical Restarint

Incident Details
☐ Full name of injured/affected person:

☐ Full names of others involved in incident or accident:

☐ Details/Description of the Accident/Incident/Assault/Verbal

☐ Injury Details:

☐ Body Map:

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☐ Accident   ☐ Incident   ☐ Near Miss   ☐ Assault

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☐ Details/Description of the Accident/Incident/Assault/Verbal

☐ Injury Details:

☐ Body Map:

Witness Details
☐ Witness 1:
☐ Witness 2:
☐ Witness 3:
☐ Witness 4:
☐ Witness 5:

Action Taken
☐ Action Taken:

☐ Next agreed action - Behaviour Plan

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Pembrokeshire County Council

Education & Community Services
Briefing Paper for Governors

BULLYING

Based on "Respecting Others : Anti-Bullying Guidance" Sept. 03
National Assembly for Wales Circular No; 23/2003 and WAG Anti-Bullying Policy
Toolkit published Nov 2008

"Not in our school…"

Current research suggests that bullying is widespread and occurs in all schools. 45% of children say that they have been bullied at some time and 27% admit to bullying others. Bullies come from all types of home backgrounds, from all races and cultures and from both sexes. Bullying behaviour is not age dependent and some children complain of bullying behaviour from teachers and other adults in schools.

A clear definition…

Bullying behaviour is deliberately hurtful, may include aggression and is repeated often over a period of time. It is difficult for those being bullied to defend themselves against. It usually involves an imbalance and abuse of power.

Bullying can take many forms …

The main types are:
- Physical – eg. hitting; kicking; pushing; taking money/belongings; dirty looks.
- Verbal – eg. name calling; teasing; insulting; making offensive remarks;
- Emotional / Psychological – eg. spreading stories/malicious rumours; exclusion from social groups; malicious e-mails/text messages; distressing comments about family.
- Hi Tech / Cyber – eg. malicious text messages or e-mails; inappropriate messages and pictures published on the internet; silent phone calls.

Bullying often includes sexual or racial harassment and is frequently targeted against those with Special Educational Needs or disabilities.

Impact of bullying …

Bullying is a major fear of children in school. Schools in which bullies are allowed to operate become stressful and unwelcoming places for both victims and those observing bullying. Bullying has a direct causal link with truancy and academic underachievement and can result in long term psychological damage. By underestimating the effects and dismissing the reality of bullying we do two things: we further victimise the victim and we tell the bully and all of the children in the school that bullying behaviour is acceptable. All those involved need help and support in dealing with and resolving bullying incidents in school.

Governing Body Responsibilities ...

Governing Bodies have a general responsibility to make sure school is a safe and welcoming place and a statutory obligation to ensure there are discipline policies in place which include issues relating to bullying either as part of a whole policy or as a stand-alone policy in its own right. This must relate to everyone in the school.

Government guidance states clearly that schools must act and be seen to act firmly against bullying and that policies must be known about and available to everyone in an accessible format. Failure to deal with a proven case of bullying could result in legal action on grounds of negligence. While it may not always be possible to resolve a conflict, schools must show it has done everything reasonably possible to do so. "A school must take reasonable steps to minimise bullying" (Greater Manchester court case October 2000). This may include responding to cases of bullying outside school grounds as part of the school's duty of care responsibilities.

So, what's in place ? A summary checklist for your school ...

* A revised Policy in line with new guidance (WAG / Sept.03 & Nov 08)   [ ]
* A policy which includes reference to sexual/racial harassment, SEN/disability [ ]

A policy, strategies, systems and procedures in school which:

* Were drawn up in consultation with staff, pupils and parents.   [ ]
* Relate to everyone working in the school community.   [ ]
* Have been publicised and promoted to all concerned/information available.   [ ]
* Are both preventative and responsive to bullying incidents.   [ ]
* Includes strategies for promoting responsible behaviour/dealing with issues. [ ]
* Incorporates issues relating to making school safe/protecting victims.   [ ]
* Outlines clear procedures for identifying, recording & responding to incidents. [ ]
* Identifies, clearly, sanctions which will be applied and in what circumstances. [ ]
* Includes a system for students to inform staff of bullying in confidence.   [ ]
* Includes procedures for liaising with parents where appropriate.   [ ]
* Outlines strategies for working with external agencies where appropriate.   [ ]
* Has been implemented and applied consistently and effectively.   [ ]

* Is monitored, reviewed and amended as necessary by all concerned. [ ]
* Includes a fair, well-publicised and effective complaints procedure. [ ]
* Addresses training needs associated with implementing/managing the policy. [ ]

Bullying isn't one-off fights, falling out with friends, disliking someone or accidental rough and tumble which are a normal part of growing up and getting on with others. But where bullying does exist the school must be able to show that it has responded in line with procedures outlined in its published policy. The policy must have been made known to all concerned, be implemented consistently and fairly and detailed, accurate, factual records of all reported incidents, action taken by the school and the outcomes of those interventions, made.

<div align="right">CE/up-dated June 2009</div>

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