

Saundersfoot Community Primary School

Positive Behaviour and Anti-Bullying Policy



Our Rationale

At Saundersfoot School we aim to help create an atmosphere, where everyone feels happy and can develop his or her true intellectual, physical, emotional and spiritual potential.

The aim of Saundersfoot Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly and equally. We are a caring community, whose values are built on mutual trust and respect. The school positive behaviour and anti bullying policy is therefore designed to support the way in which the members of our school can live and work together in a supportive way. It aims to promote a positive learning environment where all feel happy, safe and secure.

At Saundersfoot, all staff recognise our responsibility in playing a part in promoting the spiritual, cultural, emotional, psychological, physical and moral development of our pupils. Pupils should be assisted in developing a clear and acceptable view of what is right and wrong, appreciating, valuing and respecting the needs of others and of society around them.

Every member of the school has a positive contribution to make and high standards of behaviour are expected.

We aim to equip children with the skills to integrate fully into society making a positive contribution to their community.

Through positive role models, active Values Education, rewards and sanctions, we teach children that they have both rights and responsibilities and that every action has its own consequence.

We aim to develop an understanding of behaviour that is clearly understood by all.

Our positive behaviour policy sets out details of rewards for good behaviour and sanctions for unacceptable behaviour. Pupils have been consulted of school rules and are expected to follow them.

From the time they enter school, children are encouraged to determine the difference between right and wrong and to take individual responsibility for their own actions. They are taught to realize that they are part of a community with a code of behaviour that we need to maintain for the safety and happiness of all.

Pupils will be made aware that whether they receive an award or sanction depends entirely upon their behaviour, attitude and approach to work. Mutual respect, regardless of colour, creed, age, disability or gender is central to our beliefs.

It is the nature of growing up that we test the boundaries, therefore we do not judge the success of our behaviour and anti-bullying policy by the presence or absence of problems but by the way we deal with them.

The Golden Rules

The Golden Rules form the basis of our behaviour policy and create clear boundaries for the pupils. They promote positive rewards for good behaviour rather than punishment for negative actions.

The six Golden Rules are

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

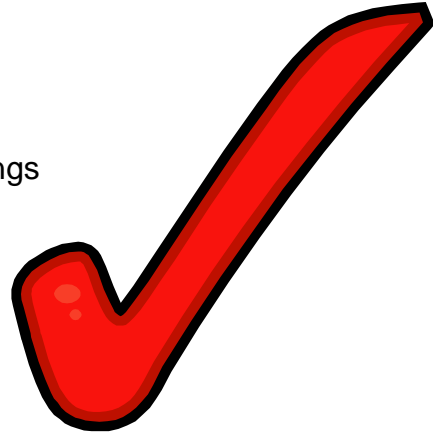
We don't cover up the truth

We work hard

We don't waste our own or other's time

We look after property

We don't waste or damage things



From the time pupils enter school, the Golden Rules are introduced. They are taught through assemblies, circle time and stories. Posters are displayed in classrooms and linked lunchtime and playtime rules ensure continuity of approach. Rules are regularly reinforced at the beginning of each half term through class circle time and through whole school assemblies.

The Golden Rules are also printed in diaries, so that parents and pupils can refer to them regularly. This is supported by the schools 'Good to be green' behaviour plan. This has been created by the School Council and clearly states rewards & sanctions for pupils behaviours.

Story books reinforcing the Golden Rules are regularly used, particularly by younger classes and a circle time handbook is available for use in to support Values Education. Training will also be given to any new member of staff to ensure continuity of approach.

Rewards and sanctions are linked to keeping or breaking of the Golden Rules. They are rewarded by staff but generated by pupils.

Rewards

Acknowledging good behaviour and building self-esteem is at the core of our school ethos. Everyone, regardless of age, responds to praise.

Good work or behaviour should always be recognised and celebrated. Reinforcing behaviours reminds children what they are aiming for.

Rewards can be awarded by all members of staff. Regular training will hopefully ensure a consistent approach.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children; both non-verbally and verbally
- Whole school reward encourages all pupils to work together to achieve a reward.
- Lunchtime supervisors liaise with the class teachers or SMT for good behaviour and any positive behaviour & is then celebrated in our Friday Celebrations Assembly.
- Pupils exhibiting exemplary work or behaviour may receive an Oak leaf that is recorded on our Coeden a Diolch.
- Parents are regularly informed of pupil's positive achievements, including good or improved behaviour via home/school diaries, stickers and certificates
- Outstanding efforts both in and outside of the school are acknowledged and congratulated during whole school assemblies.

The following awards are made regularly at these assemblies:

Lenny the Leek - lunchtime behaviour award.

Pupil of the week – an award for any member/s of our school who have shown great community spirit. Pupils are also encouraged to put forward their own nominations for these awards. The nominee explains their reasoning to the school and presents the award to the recipient.

Whole School Reward – school council have developed a termly whole school reward, whereby individual pupil achievement can be recognised via a ball – if the whole school termly target is achieved we all celebrate together.

The pupils are also encouraged to bring in and celebrate any awards they may have gained through out of school activities.

Sanctions

Our school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We follow a set procedure as set out in our discipline guidance.

The class teacher discusses the expectations for the appropriate learning environment, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The role of the pupils

It is the responsibility of the pupils to apply the principles of The Golden Rules and Good to be Green demonstrate clearly, positive behaviour for learning.

In conjunction with the class teacher and peers, pupils should agree the class conduct at the start of each academic year and agree to respect and live by these rules.

All pupils accept the consequences of their behaviour when they do not follow this policy.

The role of the class teacher

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and promotes a positive classroom ethos in a consistent way, reflecting our Values Education Policy. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues and the pupil's behaviour is noted a second time, the consequence of poor behaviour is communicated to pupils by moving them into amber & red zones in our 'good to be green' chart.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service. This may involve the setting of a behavioural IEP with clearly defined, realistic targets. The focus will always be on providing a lasting solution. He/she may also liaise with and provide relevant information about a pupil when they transfer to a new school.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and equally for celebrating achievement and success

Anti-Bullying Strategies

Here at Saundersfoot School, we believe that bullying is unacceptable and should not be tolerated.

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).

All members of the school community share a collective responsibility for:

- Tackling bullying-should it occur.
- .Working together to promote positive behaviour

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.

What is Bullying behaviour?

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, 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' e.g. 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 – e.g. hitting; kicking; punching; spitting; biting; sexual harassment; having belongings damaged, stolen or removed.
- Verbal – e.g. name calling; teasing; insulting; sarcasm; threats; offensive remarks; sexual/racial comments.
- Emotional / Psychological – e.g. excluding, humiliating, dirty looks; making distressing comments about family members, spreading stories/malicious rumours;
- Cyber / Hi-Tech e.g. malicious e-mails or comments in internet chat rooms or text messages on mobile phones; distressing comments about family members; posting stories, pictures etc. on the internet; silent phone calls; using someone else's name to spread unpleasant gossip and rumours; happy slapping.

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.

Our whole school approach to preventing bullying includes:

- Developing a positive ethos which includes knowing 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 Values Education, assemblies, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies, School Council involvement, Buddy schemes and Peer Mentoring/Support;
- 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.
- Making effective use of current information/research, especially with new forms of bullying, such as cyberbullying
- Making sure staff receive effective training and support for dealing with anti social behaviour

The Effects and Results of bullying on the individual child

Someone who is experiencing bullying may:

- have a fear of school
- have a fear of travelling to/from school
- avoid certain areas (playground, cloakrooms etc)
- experience loneliness
- appear withdrawn and anxious
- have difficulty sleeping
- show signs of depression/mood swings
- lose interest in school work

There may be signs such as poor attendance, truancy, being late, being off school sick, losing possessions and money, remaining in the company of adults 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 and safety for anyone who shares information will be assured;
- Opportunities for children to communicate concerns include a problem box, access to any member of staff, representation on the School Council and buddies/ class prefects who will pass on concerns.
- Ensure a calm and consistent approach by staff to incidents
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If bullying occurs we will implement the following procedures, as appropriate:

- We will take **all** incidents seriously and record their occurrence;
- 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;
- Keep accurate, factual records of all reported incidents and the school's response to them (Bullying incident log)
- 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.

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 e.g.: behaviour support / pupil counselling services
- including details on the bully's school record
- exclusion

Recording Bullying Incidents and Implementation of Sanctions

- When a bullying incident has been established, the school will complete the LEA Bullying Incident Log.
- When a bullying incident log has been completed, both parents of pupils involved will be informed of action taken.
- Should a meeting be requested the class teacher & member of SMT will be present.
- Should this resolution to the situation remain unresolved with either set of parents, the Governing body will be involved and LEA/WAG policies will be adhered to.

Helping the Bullied Child

As a school we feel that we are able to support the bullied child. We understand the victims of bullying may end up believing that somehow they deserve to be bullied. They may feel vulnerable and powerless and their self-esteem has been considerably damaged, especially if the bullying has gone on for some time.

At school we aim to:

- Keep telling them that we will support them
- Reassure them that bullying is not their fault
- Minimise opportunities for bullying i.e. don't bring valuable possessions to school, stay with a group even if they are not your close friends
- Make time to sit down and talk to the child; encourage them to tell you how they feel
- Discuss their feelings through ELSA sessions.
- Praise them when they accomplish something or behave well
- Make opportunities for them to do well
- Give them responsibilities to make them feel valued and important
- Encourage them to do something that they particularly good at to build self-confidence
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- Ensure that all staff are aware of the child's situation and of strategies in place to support this child
- **Helping the child with unacceptable behaviour:**

At school we aim to:

- Reassure the child that it is their **behaviour** that is unacceptable, not the child and that we aim to help them change this behaviour

- Work with the child to help them understand why they bully others and encourage them to find ways to help themselves
- Explain the difference of assertive and aggressive behaviour
- Set limits. Give the child time to work out and practice non-aggressive strategies. Stop any sign of aggression immediately and support them to use these strategies
- Work out a way for the child to make amends for their bullying
- Set up a rewards system for positive behaviour. Set up opportunities for them to succeed.
- Communicate to all staff the strategies being put in place to help the child and encouraged them to support these strategies

SUMMARY

Strategies and preventative measures to reduce the likelihood of bullying in our 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, e.g. assemblies, pastoral work, PSE, parents meetings, newsletter, or 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 Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (e.g. PSE and our Healthy Schools initiative; sessions with Police Liaison Officers);
- Having a clearly understood and implemented Playground / Safe Environment Policy;
- 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.

Reviewing/Monitoring the policy

The head teacher 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.

The school keeps a variety of records of incidents of misbehaviour. The G2 class teacher records incidents on their incident/pastoral sheets. The head teacher records bullying incident logs.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

There will be a school Governor with responsibility for overseeing the implementation and review of this policy.

Review

This policy will be discussed, reviewed and revised every two years.

Signed:

**Canon M. Butler
Chair of Governors
September 2016**

Signed:

**Mr N. Allen
Headteacher
September 2016**

This Policy was previously agreed and adopted by the Governing Body of Saundersfoot School. Following a change of Headteacher, this Policy is sent for approval unamended in content detail.

The next review is September 2018 unless a revised model Policy is issued by PCC or Saundersfoot School requires a change to the detail of the Policy.