



Behaviour Policy

Our mission in Roch Community School is:

To provide a secure, happy, healthy and caring environment in which all children and staff flourish and achieve their full potential.

The school's Behaviour Policy is designed to support this ethos. It is based on the principle that every child has the right to learn and no child has the right to disrupt the learning of others.

The primary aim of the policy is that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community whose values are built on mutual trust and respect for all. Everyone in school has the right to be treated with respect, the staff model respectful behaviour to each other and towards the children themselves.

The school's Behaviour Policy supports the way all members of the school can live and work together in an effective, considerate and supportive way.

The school is a 'Values' school and actively promotes positive values in everything that it does rather than using a system of enforced rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school has high expectations of behaviour and every member of the school community is expected to behave in a considerate way towards others, creating a culture of fairness and respect.

This policy aims to help children grow up in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school actively promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than deter anti social behaviour. However if behaviour causes a concern the aim of the school's approach for that behaviour is to stop.

Strategies for Encouraging Positive Behaviour

Individual classes draw up their own class rules at the beginning of the school year to ensure that the school's mission statement is embodied in the classroom environment. In yr 6 their rules are developed from the "Right's of the Child". Circle time is used widely to discuss issues relating to behaviour and the 'Values' assembly and the subsequent theme is part and parcel of developing positive behaviour. Previous Values are constantly referred to by all the staff in the school.

The school's PSE and safeguarding curriculum plays an integral part in encouraging positive behaviour and is a vehicle for more formal work on expected and acceptable behaviour.

The School Councillors have drawn up a set of playground rules which are displayed clearly in the playground. The playground is appropriately staffed with adults who encourage good behaviour. A range of toys and equipment are provided for the children during playtimes to encourage positive, co-operative play. During Friday merit assemblies, there is an opportunity for the teachers to recognise and reward good behaviour. The children are encouraged to bring in any certificates or trophies that they have received outside school so that these can also be celebrated together. At the end of every term the children are presented with certificates for full attendance and pupils are chosen who display politeness and achievement and contribution to school life.

The children are made aware of whom they can turn to if they need help.

Incidents of Inappropriate behaviour (without conflict with others)

With minor incidents the member of staff who witnesses it or whose attention is drawn to it will have a quiet word with the child/ren. If the incidents are repeated or are of a more serious nature then a sanction may be applied which will reflect the seriousness of the incident and taking account of individual circumstances. Examples are, losing five minutes from break, losing some or all of a breaktime, losing all break for a day, missing out on an activity or being removed from children in class for a period of time, or they will work away from their normal learning environment for a day.

Incidents of Inappropriate behaviour (with conflict to others) – Restorative Practice.

Most staff have been trained in restorative practise (due for whole school review – Autumn 2017- when the intention is to produce a poster for pupils to give examples) and use the restorative practise (RP) approach when dealing with incidents when there is admitted responsibility by the child/children.

The term restorative practise is used to mean:

Restoring good relationships when there has been conflict or harm.

The approach involves asking both sides of the conflict a similar set of questions with both parties coming to an agreed outcome and restoring a positive relationship. This approach may or may not involve sanctions/consequences which both parties will agree to.

The school records incidents of significant poor behaviour on a record form. If there is a pattern of significant poor behaviour a home /school diary may be introduced. This will then form a chronological record of incidents should the pupils behaviour continue to be a problem. When we feel that it is necessary or appropriate we inform parents of any behaviour incidents as part of our close working partnership.

The school does not tolerate bullying of any kind and we act immediately to stop any further occurrences of such behaviour. Further information is provided in our Respecting Others: Anti Bullying Appendix (See below)

For serious incidents, for example physical attacks towards staff/pupils or persistent aggressive, rude or disruptive behaviour, fixed term or permanent exclusions can be applied.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in one school year. The Headteacher may exclude a child 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 child, s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal. The Headteacher will inform the Local Education Authority and the Governing Body about any permanent exclusions and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When this committee meets to consider a exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the committee decides that the pupil should be reinstated, the Headteacher must comply with this ruling.

Positive Handling

The only situations in which the use of positive handling strategies may be appropriate are as follows:

- Averting injury to the pupil themselves or another pupil or significant damage to property.
- If the pupil tries to leave the school premises.
- Self defence.

Two members of staff are Team Teach trained. Please reference the school's **Positive Handling** policy for further guidance.

Complaints

The school has a complaints procedure policy. Copies are available from the Headteacher, and a copy of the policy posted on the school website.

Monitoring

The Headteacher with the staff monitors the effectiveness of this policy regularly. The policy will be adapted and any changes made will be in response to particular circumstances, or if the government introduces new regulations.

The success of this Behaviour Policy is dependant on all the staff having consistent expectations of good behaviour and using consistent approaches to deal with misbehaviour. All staff provide positive role models for pupils.

Respecting others/ Anti-bullying

Introduction

The school believes that any bullying (whatever it may be based upon) is unacceptable and should not be tolerated. To facilitate this the KS 2 children are introduced to the protected characteristics. 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)

- This document is a statement of the aims, procedures and strategies for preventing and dealing with bullying at Roch School.
- It is based on the National Assembly Document "Respecting Others: Anti-Bullying Guidance" and the draft Pembrokeshire County Council Anti-Bullying Policy, March 2004.
- It was developed during in Autumn of 2007 and is reviewed annually.
- It was amended during the Autumn Term 2013 in the light of the school adopting restorative practice as a means for dealing with incidents of bullying.
- It is approved by the Governing Body when material changes are made.

Purpose of the Policy

- This document provides a 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 bullying occur and provide support to those involved as appropriate. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

A Definition of Bullying

Bullying is behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotional. *Safe to Learn, DCSF, 2007*

There are four key characteristics

- Repeated
- Intent
- Someone is harmed
- Power imbalance

Types of Bullying

Bullying can take many forms, but the main ones are:

- Physically – e.g. hitting, kicking, taking belongings, dirty looks, sexual harassment
- Verbal – e.g. name calling, teasing, insulting, making offensive remarks: sexual/racial
- Emotional/psychological – e.g. spreading stories/malicious rumours, exclusion from groups, dirty looks, making distressing comments about family members
- Cyber/ hi-tech – e.g. malicious e-mails or comments in internet chatrooms, text messages on mobile phones, posting stories, pictures etc on the internet, silent phone calls:
- Inciting others to commit bullying behaviour
- Victimisation after previous complaint

Our whole school approach to bullying includes

- A whole school approach involving everyone developing a positive ethos, sharing positive values explicitly.
- Using restorative practices to develop community and manage conflict and tensions by repairing harm and building relationships.
- An expectation of positive behaviour.

- Promotion of co-operation and socially responsible behaviour.
- Valuing and celebrating everyone's differences, skills and talents.
- Encouraging those who witness bullying to act positively by alerting staff and asserting collective peer pressure. Developing the children's understanding of what a 'bystander' is.

Recognising Bullying

Approximately 50% of all bullying incidents are never reported so it is important to know the signs of bullying

- Physical Signs – physical injuries/ damaged clothing with no convincing explanation, general ill health due to stress.
- Emotional Signs – mood swings/ apparent changes in personality/ anxiety/ nervousness/ tearfulness for no apparent reason, low confidence/ self-image, hostility and defensiveness
- Behavioural Signs- Withdrawn, frequent unexplained absences, poor concentration, eating disorders, alcohol/substance mis-use/ self-harm/ disruptive/ challenging/ bullying behaviour
- General- frequently lose money/ possessions, appears tired/ lethargic, avoids playtime/ entering or leaving the school.

Characteristics of those harmed by Bullying

- Passive- children with poor social skills/ unassertive, body language suggests anxiety/ low status
- Provocative – bring out the worst in others often due to poor social skills. Can be attention seeking. Most likely to cause problems in class. May be aggressive to less dominant peers. Often unpopular
- Attention seeking- children with good social skills but who deliberately seek the Kudos/attention of being a victim

The school has identified 4 steps to stop bullying

- 1. *Respect one another***
- 2. *Understand what bullying is.***
- 3. *Take action together – ' Be a defender not a bully'***
- 4. *If bullying occurs, establish fair process through dialogue and the use of restorative questions.***

This is supported by a whole school approach through:-

- Developing our understanding of collective responsibility through Values education, Circle Time, School Council, PSE, RE and Restorative Practice.
- Having a clearly understood and implemented Playground Charter.
- Providing clear information and guidance on dealing with bullying and the help which is available for students, parents and staff.

Encouraging the reporting of incidents if bullying occurs and fair process

Pupils can be assured that their concerns will be taken seriously and a fair process will be applied.

Three Principles of fair process are

- Engagement – involving all participants in the process
- Explanation – shared understanding of what has happened
- Expectation clarity- clear vision for the future.

To ensure that fair process is achieved the school uses restorative questions as follows:

Responding to challenging behaviour
What happened? What were you thinking about at the time? What have been your thoughts since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next?

Responding to those harmed
What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?

Procedures if bullying occurs

If bullying occurs, the school implements the following procedures:-

- An adult seeks to resolve the issue using restorative questions.
- The bully and the victim decide on what should happen next.
- All incidents are taken seriously and their occurrence recorded in the behaviour file.
- Agreed sanctions are implemented consistently and fairly to prevent further incidents.
- Parents are involved when incident/s merit it.
- Outside agencies including Behaviour Support Services are involved when necessary/available.
- Accurate records of reported incidents are kept and also the school's responses to them.
- Incidents are always followed-up to ensure the bullying behaviour has ceased and on-going support is provided for those involved if needed.
- The aim is for the bullying behaviour to cease.

