



Cwmaman Primary School Behaviour Policy



Behaviour, Discipline and anti-bullying Policy

Aims : We the staff, parents and governors aim to encourage each and every child in all aspects of learning by:

- Working together as a team
- Raising standards for all abilities by addressing children's developing needs through a foundation phase curriculum whilst retaining an emphasis on basic skills and ICT
- Developing pupils logical and creative thinking, curiosity and enthusiasm and encouraging independence and confidence
- Enhancing their positive attitudes to learning to support them in benefiting from educational opportunities later in their lives
- Helping them become healthy, active citizens within their community
- Giving them the opportunity to learn what it means to be Welsh and to use the language in everyday activities
- Encouraging them to learn about other cultures, to respect and celebrate the multicultural community of Wales
- Promoting first hand experience of solving problems and learning about conservation and sustainability through outdoor education
- Encouraging respect for others and personal self-esteem

We would wish the children to take with them happy memories of their early years with us.

FOREWORD

The standard of behaviour in a school is an important factor in influencing the quality of teaching and learning. Without a strong commitment to good discipline, effective teaching and learning, cannot take place.

This policy is a statement of the aims, procedures and strategies for good behaviour and discipline.

The ethos of the school and quality of relationships within, sets an example for pupils to follow. Through mirroring the actions and attitudes of those adults around them, children become aware of the rights and needs of others.

“All pupils are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for each other at all times.”
Education Observed

Teacher expectation is high so that children are always encouraged to produce their best efforts and so realise their potential. Achievement is recognised and rewarded, avoiding disappointment and discontent.

Good communication between staff, children and parents, ensures that all recognise behaviour that is acceptable and that which is unacceptable. A working partnership with parents, enlists their support and helps to achieve our aims and objectives.

Success is to do our best!



BEHAVIOUR AND DISCIPLINE

AIMS

- To provide a secure, caring environment in which all children can achieve their potential
- To develop positive, personal qualities and social values: a respect for people and property: honesty and consideration for others: self-discipline and tolerance
- To foster good relationships between school and home
- To provide a bright and stimulating workplace: an atmosphere of constructive, purposeful activity: a climate for success

OBJECTIVES

- To ensure that all staff, both teaching and non-teaching, are responsive to the school's policy on behaviour and discipline
- To recognise that the quality of relationships within the school, sets an example for children to follow. The respect between all staff and the respect afforded to our children, sets the tone.
- To set correct targets for each child, so discouraging failure and discontent
- To apply a positive approach on managing behaviour, by using praise as a reward and sanctions as a deterrent
- To develop an open door policy, that welcomes and encourages parental involvement and links with the community
- To encourage the children to treat their work, classrooms and all equipment, with care and respect
- To ensure that all children are aware of the high level of expectations by teachers and that all are familiar with the system of rules, rewards and sanctions

WORKING ARRANGEMENTS OF THE SCHOOL

We feel that there are four major considerations that directly or indirectly influence the behaviour of children and which contribute to the secure, caring atmosphere we want to achieve.

1. **Quality of the environment**
2. **Quality of relationships**
3. **Equal educational opportunity**
4. **Responsible supervision of the children**



QUALITY OF THE ENVIRONMENT

- Both internally and externally, the environment should be free from litter.
- All equipment should be stored, safely and neatly Classrooms should be organised to facilitate easy access to the equipment and children taught to treat their work, classroom and resources, with care and respect
- Displays should reflect children's achievement: their work must be valued and "best efforts," encouraged.
- Good classroom management and a quality, learning environment should show evidence of good preparation and clear organisation of time and routines.

RELATIONSHIPS

- All children and parents should be encouraged to play an active part in school life
- Friendly relationships between home and school will be fostered by sharing social events
- Good communication links between home and school, promote understanding and an awareness of processes and procedures
- We recognise that we are role models for the children and as such, courtesy and respect should be shown between adults at the school
- We must be consistent in our approach and show consideration to others
- Staff must expect high standards of behaviour from the children and develop mutual respect
- Children must be encouraged to control their emotions and exercise self-discipline. They must treat others with kindness, tolerance and consideration
- Parents are aware of our policy of non-retaliation and are asked to encourage the child to report any incident to a staff member

EQUAL EDUCATIONAL OPPORTUNITY

- All children must have the same opportunity to develop, with no discrimination regarding gender, race, religion, ability and social background
- In order to avoid failure and discontent (which can often lead to behavioural problems), there needs to be a careful match between the needs of the child and the provision of work.



SUPERVISION

Close supervision of children, by staff, is essential always and a useful preventative of disruptive behaviour.

- No child will be left unsupervised in the classroom
- No child will be allowed to use tools without a member of staff, present
- Children must be supervised when moving around the school

Playtime Supervision

- The teacher on duty must be in the yard, promptly at the beginning of break and ensure that all children are returned to class
- Incidents of bad behaviour must be dealt with immediately and children withdrawn from play
- Accidents will be dealt with by staff in the school and **not** the duty teacher (**ref: Health and Safety Policy**)
- Children will enter the building in an orderly manner, at the end of break and will be supervised by a second member of staff
- During wet breaks, children will be supervised in their classrooms and activities will be stored in a “rainy day” box

Lunchtime Supervision

We recognise the importance of effective management of the mid-day break with regard with our whole school ethos. Behaviour, during the break, is of concern to both lunchtime supervisors and teaching staff, since problems occurring at lunchtime can spill over into the afternoon session, disrupting effective teaching and learning.

The role of the lunchtime supervisor is not an easy one as it involves the supervision of large groups of children during the part of the day when they are “free.” Managing this freedom requires considerable skill. When on duty, dinner supervisors are replacing teachers and therefore carry their own authority. Children must behave, towards the supervisors, in a respectful and courteous manner.

- Children will be escorted to dinner at midday for both first and second sitting
- During dry lunchtimes, children will be supervised in the yard
- During wet play times, children will be supervised in their classrooms.



RULES

Each teacher sets the rules for the individual classrooms and displays them prominently. Pupils are regularly reminded of the expected behaviour.

Lunchtime rules are displayed in the dining hall and all pupils are aware of them.

Opportunities are identified through the school day, when the school rules can be reinforced.

Parents are made aware of our non-retaliation policy both in the school brochure and during the initial meeting, when a child starts school.

REWARDS AND SANCTIONS

We aim to apply a positive approach in encouraging good behaviour, by using praise as a reward and sanctions as a deterrent.

PRAISE

Praise for good behaviour, begins in the classroom with the class teacher i.e. verbal praise, written praise and rewards for effort and excellence.

- Class teachers choose their own rewards. This gives the children variety and develops a feeling of progression through the school
- Particularly noteworthy behaviour is praised by all staff members, including the Head teacher
- Stickers and /or certificates will be awarded in our Friday assembly

SANCTIONS

As praise and privilege are given for good behaviour, so they can be withdrawn for bad behaviour.

Class teachers will operate the following sanctions in their classrooms.

1. The pupil is warned about the consequences of bad behaviour and his/her name is written on the board
2. The pupil is withdrawn from the group for five minutes.
3. The pupil is sent to another class for a ten-minute period.
4. The pupil is sent to the head teacher.
5. The pupil's parents are informed and asked to attend a meeting to discuss the pupil's behaviour.



CODES OF BEHAVIOUR

- Punctuality – school opens at 8:50 a.m. and starts promptly at 9:00 a.m.
- Children must walk through the school at all times
- Fighting / bullying is not allowed. Incidents must be reported as retaliation is not acceptable
- Children should show care and respect for other people's property
- Children should show kindness to and consideration for others
- The school should be kept litter free

ROLES AND RESPONSIBILITIES

The co-ordinator for the policy on Behaviour and Discipline is Mrs. J. South Deputy Head teacher together with Mr. P.Morgan Head teacher.

ROLE OF THE CO=ORDINATOR

- Together with the head teacher, oversee and manage the policy in practice
- Liaise with and advise staff members
- Contribute to the in-service of staff
- Monitor and evaluate the adopted strategies in the school

ROLE OF THE STAFF

- To be fully aware of the school's policy on managing behaviour and discipline
- Ensure that the children are aware of the expected standards of behaviour
- Encourage a respect for the environment
- Value children's efforts and display their achievements
- Develop good relationships with all adults and children, associated with the school
- Respect each individual, promoting self-confidence and self-esteem
- Be consistent in managing behaviour and treat all children, fairly



- Promote equal educational opportunity
- Ensure adequate supervision of children at all times

MONITORING AND EVALUATION

The co-ordinator and head teacher, supported by all staff, will carry out monitoring.

New arrangements for lunchtime organisation will be monitored during the autumn term 2004.

SUCCESS CRITERIA

In the long term, success will be judged by: -

- The quality of relationships in the school
- An overall caring ethos where children are confident that their efforts are valued
- A recognition, by the children, of the boundaries of acceptable and unacceptable behaviour
- Effective management of children during the lunchtime
- The quality of play will be raised with structured play opportunities

School Anti Bullying Policy

Policy Formation and consultation Process

This policy was produced as a result of discussions between teaching staff, non teaching staff, interested parents, groups of pupils and governors. We have based our Anti-bullying policy on the (WAG document Respecting Others guidance 050/2011).

All groups were consulted on their views and a draft policy was written to reflect the views of all parties.

Rationale

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere, where they can maximise their potential and be treated with respect and understanding. Bullying of any kind is unacceptable at our school and through the general ethos of the school we seek to encourage all pupils to report incidents of bullying, in the knowledge that such incidents will be dealt with promptly and effectively. We will offer support and intervention strategies for both the victim and the perpetrator.



What is Bullying?

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. All bullying is aggression, but not all aggression is bullying. Bullying is persistent and violates an individual's freedom and rights. Bullying can be:

- Emotional being unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email misuse, mobile threats By text, misuse of technology i.e. Camera and video facilities The weapons of bullying are threat and fear.

The effects of bullying include: loss of self-esteem: loss of self-confidence: isolation: unhappiness: inability to concentrate and therefore to achieve: serious long-term effects.

AIMS AND OBJECTIVES AIMS

- All governors, teaching and non-teaching staff should have an understanding of what bullying is
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

OBJECTIVES

- To identify bullying through observation of behaviour patterns.
- To identify prospective victims
- To operate preventative measures e.g. a reward system for positive behaviour
- To operate specific immediate and long term actions should bullying occur

WORKING ARRANGEMENTS OF THE SCHOOL

Possible Characteristics of a Bully

- An aggressive attitude over which there is little control
- A lack of remorse or sympathy for the victim



- Seeing the victim as being of little value and having no desire to understand the victim's feelings

Possible Characteristics of a Victim

- A child new to the class or school
- A child who is anxious or nervous by nature
- A child who is "different" in any way
- One who shows unusual or extreme behaviour e.g. tantrums, crying, wishing to be alone or afraid to come to school
- Is unwilling to go to school
- Becomes withdrawn anxious, or lacking in confidence
- Starts stuttering
- Has nightmares
- Becomes aggressive, disruptive or unreasonable
- Stops eating
- Has unexplained cuts and bruises

1996 CHILDLINE BULLYING SURVEY

- Bullying situations often develop from minor friendship problems
- Children who bully often don't realise the hurt they are causing
- Children don't tell because they are afraid the bullying will get worse

MEASURES TO PREVENT BULLYING

- All teachers and support staff will be aware of the seriousness of bullying and the responses to be taken when it happens.
- It is made clear to all pupils that an incident must be reported immediately.
- Rules for good behaviour in class, the yard and during the lunchtime break, will be reinforced by a positive approach



- Pupils will have opportunities both in P.S.E. and Circle time, to discuss any issues around behaviour and discipline.
- Identify possible trouble spots: -areas such as toilets, cloakrooms and corridors: corners in the school playground
- Circulate in the yard when on duty

RESPONSES TO BULLYING

1. Remain calm and take every reported incident, seriously
2. Act promptly to protect the victim
3. Avoid labelling
4. Record the incident
5. Inform the parents of pupils involved in the incident and reassure them that the school will deal effectively with the problem.
6. Initiate a graded response to the bullying situation

Stage 1 Listen to the victim

Talk about the victim's feelings. Find out who was involved and who was standing around.

Stage 2 Meet with the bullies/ allies/bystanders

Share concern that the victim has been having a difficult time and accept suggestions from the group on how to help the victim.

Stage 3 Review progress

Meet with the victim and group, separately to review progress and agree on a way forward. The situation is constantly monitored.

Stage 4 Individual meetings

Meet with each member of the group in turn, including the victim, to monitor progress and keep the focus on acceptable behaviour.

During these stages, if the bully is unresponsive or incidents remain unresolved then sanctions will be put in place.

SANCTIONS

- Time out



- Denial of privileges
- Individual behaviour plan
- Removal of the bully from the victim
- Removal of the bully from the group

MONITORING AND EVALUATION

The Head teacher will be responsible for monitoring the implementation of the policy and whether the strategies are effective in preventing and reacting to bullying in this school. This policy will be reviewed and updated using information collected during the year.

Date of policy: Spring 2024

Review Date: Spring 2026