



## **YSGOL CEFN MAWR**

### **Behaviour and Anti-bullying Policy**

*Learning Enjoying Achieving*

Ysgol Cefn Mawr is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to aim for the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy supports staff in promoting self-discipline and follows our school rules to be Ready, Respectful, Safe citizens. It echoes our core values with an emphasis on respectful behaviour.

#### **Aim of the policy**

- To create a culture of positive behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To give first attention to positive behaviours, thereby minimising the attention given to negative behaviours
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, resilience and empathy for others.
- To promote community partnership through improved relationships.
- To ensure that positive behaviour is a minimum expectation for all.

#### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behaviour norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

It is important that our pupils experience a consistent approach to behaviour throughout the school by all staff and in all activities. Positive behaviour of

pupils relies on a consistent corporate behaviour approach with calm, positive role models. It is evident that where learners feel treated as valued individuals they respect adults and accept their authority.

### **Our School Rules**

Our school rules are reflected in three simple words (Ready Respectful Safe) selected by staff and children together.

### **All Staff**

1. Meet and greet at the door with a smile.
2. Refer to 'Ready Respectful Safe'.
3. Model positive behaviour and build relationships
4. Plan lessons that engage, challenge and meet the needs of the learners.
5. Use visible Good to be Green behaviour system.
6. Be calm, allow children time to reflect, and the opportunity to talk about the situation that has occurred.
7. Follow up every time, stay positive and engage in reflective dialogue with learners.

### **Recognition and reward for effort.**

We recognise and reward learners who go 'over or above' our standards. Our staff understand that a quiet word of personal praise can be as effective as larger, more public rewards. The use of praise in developing a positive atmosphere in the classroom cannot and must not be underestimated. It is the key to developing positive relationships, including those learners who are the hardest to meet.

### **Reward System**

- Word of praise or non-verbal sign of acknowledgement.
- ClassDojo used to reward the 'over and above' actions
- Weekly - One pupil per class chosen to receive the Headteacher award (certificate) to recognise good behaviour/ work or special effort
- Termly - One pupil per class to receive the merit trophy to be taken home for the half term
- Good to be Green certificates given out to each pupil who has stayed on green through a half term.
- Green Behaviour at Ysgol Cefn Mawr:
  - Ready to learn
  - Listening to other people
  - Following adult instructions

- Being respectful
- Asking for help when needed
- Challenging themselves
- Keeping themselves and others safe

### **Steps for Managing and Improving negative behaviour**

Stages	Actions
1) Redirection or 2) Reminder	Refocus their attention to bring the child back on task. Positive reminder of the school rules 'Good to be Green'. Growth Mindset to remind the pupil of times when they have followed the rules and how productive that had been and how they felt to be rewarded. Repeat reminder if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Yellow card - warning	Calling out after a verbal warning. Not following instructions. Not working well with others. Making others unhappy. Not being respectful. Not tried their best.
4) Red card	2 yellow cards in 1 day. School property damaged. Use of inappropriate language. Hurt somebody on purpose. Disrespectful behaviour. Not being safe to themselves and others.
5) Time out in reflection room (supervised)	Give the learner a chance to reflect away from others at break time and/or lunchtime. Parents informed prior to action taken. All yellow and red cards issued are logged in a class behaviour book.
6) After school detention	If a child continues to display the negative behaviours and received 2 red cards on consecutive days, they will be given an after school detention. We consult with parents to ask permission to administer and after school detention for 1 hour which gives us time to reflect individually how the pupil can improve their behaviour.
7) Internal exclusion	At this point the learner will be referred internally to another room for an agreed time. All internal referrals must

	be recorded in the headteacher's behaviour book.
8) Reparation	A restorative conversation should take place between the involved pupil(s) and the class teacher before the next lesson. If the learner reconciliation is unsuccessful the teacher should call on support from the line manager who will support the reparation process.
9) Formal meeting	A meeting with the teacher, learner and Senior Manager, recorded in the headteacher's behaviour book with the agreed targets that will be monitored over the course of 2 weeks.

**A Serious Breach** is an incident that may lead to a fixed term exclusion.

### **Creating an Anti-Bullying Culture in our school**

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

We also draw on the school's PSHE Curriculum (Jigsaw) to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted or tolerated by anyone within the school community.

### **Our definition of bullying**

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical - hitting, kicking, taking another's belongings
- Verbal - name calling, insulting, making offensive remarks

- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

Circle Time, assemblies, visits from outside agencies, role- plays and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

We will publish our anti-bullying policy on the school web-site.

Posters around school will tell pupils what to do if they are bullied, or see others being bullied, and about Childline and other sources of confidential help e.g. ELSA and Talk Tuesday.

We will provide written guidance for parents in the school prospectus what to do if they suspect their child is being bullied at school.

We will ask pupils whether they feel safe in school and we will supervise, and try to eliminate any unsafe areas which they report to us.

We will provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.

### **Strategies for dealing with incidents of bullying.**

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work throughout the school ~ To encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.

- Circle time ~ To set time aside for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.
- Buddy System ~ To appoint pupil(s) as a support / friend.
- Mediation by adults ~ To establish ground rules that will enable the bully and the person being bullied to co-exist in school.

### **Responding to incidents if they occur.**

Pupils who have been bullied should report this to:

- Any member of staff
- Their parents or family member
- A school friend

Pupils who see others being bullied should report this to:

- Any of the above

Members of staff who receive reports that a pupil has been bullied should report this to:

- A member of the senior management team
- Reports of bullying will be logged.

Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racial Incident Report Form.

All reports will be taken seriously and will be followed up by the class teacher or member of the SMT.

Work with children who have been bullied could involve some or all of the following:

We will provide support to pupils who are bullied and take the necessary steps which may include:

- Reassurance that they do not deserve to be bullied and this is not their fault.
- Assurance that it was right to report the incident.
- Encouragement to talk about how they feel.

- Ascertaining the extent of the problem.
- Engaging them in making choices about how the matter may be resolved.
- Ensuring that they feel safe.
- Discussing strategies for being safe and staying safe.
- Asking them to report immediately any further incidents to us.
- Affirming that bullying can be stopped and that our school will persist with intervention until it does.

Depending on the individual situation we may then adopt strategies from the following list as appropriate:

- Interview the pupil (or pupils) involved in bullying separately.
- Listen to their version of events.
- Talk to anyone else who may have witnessed the bullying.
- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- Affirm that it is right for pupils to let us know when they are being bullied.
- Adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- Consider sanctions under our school's Behaviour Policy.
- Advise pupils responsible for bullying that we will be checking to ensure that bullying stops and ensure that those involved know that we have done so.
- Contact the parents of the pupils involved at an early stage.
- Keep records of incidents that we become aware of and how we responded to them.
- Follow up after incidents to check that the bullying has not started again.
- Work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

There is a tendency, often quite a natural one, to want to investigate an incident and "get to the bottom of it." Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem solving approach will be the most effective response.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident

This policy was reviewed by Andrea Green and adopted by the Wellbeing Safeguarding Committee on the 10<sup>th</sup> March 2022.

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors

Review date: March 2025