

BARKER'S LANE COMMUNITY SCHOOL

'LEARN TOGETHER'

'Let's learn to enjoy, achieve, respect and nurture together'

Good Behaviour Policy **incorporating Anti-Bullying Policy**

Introduction

In order to achieve a caring, stable environment where the atmosphere is happy and hardworking, it is essential for us to adopt a clear, consistent code of conduct acceptable to each individual. A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to this policy.

Aims

At Barker's Lane we actively promote:

- Positive relationships and a safe, secure, happy environment.
- A consistent approach ensuring a sense of justice and equity.
- Encouraging children to support each other, moving forward as part of our Barker's Lane family to 'be the best they can be'.
- A positive, calm learning environment where all are expected to be considerate and respect each other; fostering a sense of mutual respect across the school community.
- Encourage independence and self-discipline to become a good citizen; understanding that it is important to demonstrate good behaviour both in and out of school.

The School Expectations of Good Behaviour

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules.

Our whole school 'Golden Rules' are:

1. *Be ready*
2. *Be respectful*
3. *Keep everyone safe*

At playtime and lunchtime, playground / midday supervisors promote the golden rules and the importance of good behaviour. All staff have the same expectations ensuring consistency across the school.

How Good Behaviour is Promoted at Barker's Lane

- Staff follow Pivotal Behaviour Strategies.
- Whole school rules are established; rules are referred to, taught and modelled.
- 'High Five', a raised hand used by all staff to signal – quiet lips, good looking, good listening, still hands and still feet.
- Staff model a calm, appropriate tone of voice and show warm body language.
- Clear and consistent rewards and consequences established throughout the whole school, individual teachers also have 'special' rewards too.
- Good role models within the class are referred to; responsibility is promoted through various roles e.g. School Council, Eco-Committee, Buddies, Student Leaders, Criw Cymraeg.
- A broad, balanced, differentiated engaging curriculum is taught.
- Emotional literacy is taught through circle time and other activities.
- Worry box in each class.
- Calm boxes in school.

- Home / School diaries to encourage communication and shared support.
- Support / advice from outside agencies e.g. ESW, Educational Psychologist.
- TAC (Team Achieving Change.)

Pivotal Behaviour Strategies

Positive recognition is used consistently in school to reinforce good behaviour and to promote self-esteem.

Staff create a positive 'can do' learning culture and use praise consistently.

Staff use assertive sentence starters e.g. "Thank you for..." (e.g. *listening / sitting quietly*), "**Now** we are... **Then** you can...", "I know you will..." (e.g. *help to tidy the construction area*), "I remember when you..." (e.g. *helped me tidy up / did good listening*), "I need you to..." (e.g. *sit down / do good walking / show me kind hands.*)

Rewards can be earned immediately or progress over time.

A variety of rewards and strategies are used, including:

- Verbal praise
- Stickers/stars
- Enfys (Infants)
- Pupils share work with peers/staff/headteacher
- Siocled Poeth (Hot Chocolate Friday)
- 'Seren y Wythnos' which is a weekly celebration of achievement

Class teachers may also have individual rewards in their classroom to reinforce and promote good behaviour.

Hierarchy of Consequences

All children are aware of the rewards and consequences which are clearly displayed in each classroom.

The school has a clear hierarchy of consequences when children choose to break the golden rules. Staff will always aim to redirect behaviour, use non-verbal cues and use proximal praise to minimise any disruption, where this is not possible / not effective, a first warning will be given.

Step 1

Child is given first warning.

Step 2

Second warning is given.

Step 3

Five minutes taken from golden time/time out.

Possible time missed from play/withdrawal of some privileges.

Step 4

Discussed with parents/note home.

Time out with the headteacher.

Withdrawal of privileges.

Step 5

Meeting arranged with parents/teacher/headteacher.

Non-participation in extra-curricular activities.

Restorative Conversations (linked to Step 3-5)

To ensure effective learning and teaching can take place unacceptable behaviour will always be addressed. It is of the utmost importance that children understand that it is the behaviour which is unacceptable and not them.

Staff use 1-1 intervention to address unacceptable behaviour, as follows:

- 1) Gentle, calm approach (side on side, eye level or lower.)

- 2) State behaviour that was observed and which rule/expectation/routine has been broken.
- 3) Tell the child what the sanction is. Then immediately refer to previous good behaviour/learning e.g. “I remember when you...” or “Do you remember when you..?”
- 4) Walk away. Give child time to decide what to do next. If there are comments/protest, ignore but jot down if possible and follow up later when child is calmer.
- 5) Look around and catch someone / comment on someone who is following the rules.

After 1-1 intervention, Restorative Conversations may need to take place when the pupil is calm. The adult who gave 1-1 intervention uses the following script:

- 1) What happened?
- 2) Who has been affected / who was there when you ..? / who was hurt?
- 3) How were they affected?
- 4) What needs to be done to make things right/better?
- 5) How can we do things differently in the future/next time?

This approach ensures each pupil takes responsibility for their own behaviour. The conversation ends on a positive note, with strategies for the pupil to use in the future to improve their behaviour.

Discussions with the class teacher or Headteacher are always supportive and based on strategies to help each child and others in the class – difficulties with behaviour impact on a child’s own learning and the wellbeing of others.

Repeated inappropriate and/or disruptive behaviour is viewed as a serious matter by the school. At this stage parents are invited to school to agree an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP) for the child. Continued serious misconduct may warrant temporary exclusion from school whereby a further meeting between the Headteacher and parents would be convened as a matter of urgency.

Emotional & Behavioural Additional Needs

In the case of children identified as having emotional and / or behavioural additional needs, the school, acting in partnership with the parents and/or carers of the child concerned, will draw up individual action and pastoral plans. The plans will detail targets for an emotional / behaviour support and improvement programme. Having emotional / behavioural additional needs does not exempt the child from sanctions for unacceptable behaviour.

Responsibilities

Staff

Adults at Barker’s Lane have an important responsibility to model high standards of behaviour. Staff at Barker’s Lane are responsible for:

- Creating a positive, caring and organised learning environment.
- Teaching the curriculum in an engaging way, differentiated to meet the needs of all children.
- Using clear language and promote high expectations of learning and behaviour.
- Emphasising the importance of being valued as an individual within the group by showing appreciation of the efforts and contributions of all.
- Promoting honesty and courtesy, through example.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Ensuring fair treatment for all, regardless of age, gender, race, ability and disability.

The Headteacher supports staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher keeps records of all reported serious incidents of misbehaviour.

Pupils

At Barker's Lane we expect each child to be well behaved, have respect for themselves, others and property. Children at Barker's Lane are expected to:

- Remember, understand and follow the Golden Rules.
- Be polite, considerate and respectful to others; speak nicely to all.
- Engage in their activities and not distract others.
- Look after their own personal belongings.
- Listen carefully and try to understand other peoples' point of view.
- Respond appropriately, without shouting out.
- Talk quietly, using partner voices.
- Keep the school clean and tidy so that it is a welcoming place to be proud of.

Parents

At Barker's Lane we value the support of families and strive to develop excellent home-school partnerships which will support, extend and enhance each child's learning. At Barker's Lane, parents are expected to:

- Talk about the Home-School Agreement with their child and adhere to this.
- Ensure their child attends school and is punctual.
- Be positive about school, learning and behaviour with the child.
- Ensure their child has the correct clothing / equipment needed, e.g. uniform, shoes, P.E kit.
- Share any problems / upset that may affect the child in school, for example, pet's death, parents separating, etc.
- Work positively with school, supporting any concerns regarding a child's learning or behaviour.

We place much value on developing supportive relationships. Regular discussions keep parents and school informed and help to maintain positive attitudes to learning and behaviour and we work with parents immediately if we have concerns about a child's welfare or behaviour. A summary of our policy is explained in our prospectus and in our 'Good Behaviour' leaflet for easy reference.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out this policy. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Monitoring

The Headteacher and the Behaviour Coordinator monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of unacceptable behaviour. The classteacher / staff member involved records these in the incident book. The Behaviour Coordinator and the Headteacher record those serious incidents of repeated unacceptable behaviour.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

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Anti-Bullying Policy

What is bullying?

At Barker's Lane bullying is defined as:

'Deliberate behaviour by an one person or a group, usually repeated over time, that intentionally hurts or harms another person or group either physically or emotionally'

Bullying can take many forms:

- Verbal calling names, teasing, taunting, threatening, insulting and making offensive remarks (including sexist, homophobic and racist comments)
- Physical pushing, punching, kicking, spitting, fighting, taking belongings (stealing) and sexual harassment
- Indirect intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing or displaying literature about a person
- Cyber malicious e-mails or text messages (including those under a false name), sending menacing or upsetting responses in web-based chat rooms and writing defamatory comments on blogs / websites

Name-calling is the most common direct form although cyber bullying is rapidly increasing.

Appearance tends to be the most common reason, for example comments relating to size or hair colour.

Bullying may be because of individual protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

For example pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability. Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales.

Young people can be victimised because they differ from the accepted norm. This sort of bullying may focus on size and body shape, dress, mannerisms and on prowess, or the lack of it, in sport, learning or other activities. Bullying can occur because of differences in nationality, culture or religion or a mixture of any of these.

Sometimes, there may be no apparent reason for an individual or a group victimising a young person. Bullies may act alone or in groups.

All bullying is regarded as **unacceptable**. Direct action will remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other incidents will require a serious response. Involving parents early is essential, particularly in more serious cases. Accurate records of any serious incidents, including those relating to the protected characteristics and the school's response are kept and the situation is closely monitored.

Aims

At Barker's Lane Community School we aim to produce a safe, secure and positive environment where all can learn without anxiety. It is the school's intention to create an atmosphere where children can disclose bullying, be taken seriously and rely on appropriate action being taken. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Members of the local community, LA, police and parents work with the school to ensure that pupils are safe, both whilst on school premises and also whilst travelling to and from school.

Victims need to be kept safe and bullies need to be helped to change their behaviour, and have the opportunity for any underlying emotional needs to be met. We aim to ensure specific support is established for the most vulnerable, including those with protected characteristics and additional needs.

School strategies to reduce bullying

Whole-school approach

We ensure awareness-raising with all staff and actively involve pupils through curricular work and work on acceptable and unacceptable behaviours.

Curricular approaches to bullying

Personal, Social and Well- Being is a key learning area but we link learning opportunities with others including - Language and Communication, Global Citizenship and Religious Education. Our main objective being to:

- raise awareness about bullying and the anti-bullying policy.
- increase understanding for victims, and help build an anti-bullying ethos.
- teach pupils how to manage their relationships with others constructively.

Other formal and informal opportunities are taken to raise awareness, for example through collective worship.

Co-operative Group Work

In Co-operative Group Work pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups

Circle Time

In Circle Time pupils can:

- take part in enjoyable activities, games and discussion
- work in a positive atmosphere which creates a safe space to explore and discuss issues of concern
- work in an environment where positive relationships are consolidated and developed and self-esteem is developed
- explore relationships

Circle Time lasts for approx 20-30 minutes and during this time children are encouraged to listen carefully, make eye-contact with one another and discuss particular problems – for example, relationships, anger, fighting and bullying.

Buddying

Buddying involves assigning selected pupil volunteers from the Juniors to work/play/help our younger pupils at lunchtimes. Buddies have friendly personal qualities and give support – newness to the school, difficulty making friends, upset at separation or loss, support/someone to play with.

Student Assistance Programme (S.A.P)

These are a series of peer support groups which children participate in with specially trained members of staff. The purpose of the groups is to increase self-esteem, decision-making skills, life skills, communication and

problem solving skills. It is our belief that in building these personal skills our children will have more confidence in coping with peer pressures at school and other life stresses, supporting life-long learning skills. The SAP peer support group meets for 45 minutes a week over several weeks and is scheduled as a school activity.

Other ongoing strategies

- assemblies and stories/discussions in class exploring issues that may lead to bullying
- 'Circle Time' to encourage talk/dialogue about problems
- follow-up activities such as posters, stories, poems to be shared with the rest of the school
- quality supervision at all times, particularly playtimes and lunch times with high staff awareness
- older children helping younger children to feel safe – 'Playground buddy' system in operation
- physical literacy activities, creative play and traditional playground games encouraged to discourage boredom

The positive relationship between staff and children is characterised by mutual respect and trust, thus we hope enabling children to tell staff if they are being bullied.

The Curriculum does encourage non-academic as well as academic achievement and co-operative as well as competitive learning through RE, poems and stories, drama and co-operative play. Steps are taken to improve the self confidence, self esteem and social skills of victims and others involved in bullying.

How parents report a complaint about bullying

Parents who are concerned that their child might be being bullied, should contact their child's class teacher immediately.

As a staff we are all aware that when talking about this subject, parents / pupils can become very upset and / or angry. It is however important to try to stay calm and bear in mind that the teacher may not know that your child is being bullied or may have heard conflicting accounts of an incident.

Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.

Staff will always:

- keep an open mind
- remain calm and understanding
- make clear to you that the school does care and that something will be done
- explain the school policy, making sure that procedures are followed
- obtain the full details about the incident reported by the parent / pupil, including where the alleged bullying took place, when the incident occurred, who were involved and what led to the incident.

How parents report that their child may be bullying another pupil

Parents who suspect that their child may be bullying someone else, should contact their child's class teacher immediately.

The teacher will investigate the concerns and usually speak to the headteacher. It may be necessary to talk to other children.

If following an investigation, there is evidence to say that bullying has been taking place, the parents of the victim and the child who has been bullying will be invited into school to discuss a course of action. Occasionally these meetings are held jointly, if all parties are in agreement.

The outcomes of these meetings address support for the child who has been bullied and support / actions to ensure the child/ren doing the bullying learn not to harm others.

How we deal with reports / incidents of bullying

- All concerns or reports about bullying are taken / treated seriously.
- Victims of bullying are reassured that they have done the correct thing in telling an adult. There may be a need to also reassure them that they are not responsible for the bullying happening to them.
- The child's story is listened to carefully and main points are recorded. It may be necessary to ask questions of a child, but these are carefully chosen and do not lead responses in any way.
- Any allegations are fully investigated. All bullying allegations must be reported to the Headteacher.
- Children accused of bullying are interviewed and a record kept of any comments made. Other children or adults may need to be interviewed as part of the investigation- their observations are also recorded.
- Where the outcome of an investigation is unclear, we will meet with parents to discuss this and then usually implement a monitoring log to gain a 'bigger picture' of what is happening. All staff involved with the child are informed and a record is kept of any incidents which may occur involving the alleged victim.
- This is usually implemented for a short period (two weeks) and a follow up discussion is arranged with parents. If the outcome of this supports the allegation, we follow our procedures for dealing with a proven allegation. If not, during a meeting, a timescale to continue monitoring (no longer than four weeks) is agreed. If no further evidence is gleaned from pupils / parents / observations, the matter is considered dealt with.
- If an allegation is proven, depending on the nature of the bullying, one or a combination of the following are implemented: an apology, a reprimand, a warning about future conduct, a loss of privileges or, with referral to the Headteacher, temporary exclusion from the school.
- Parents/carers of the victim and the bully(ies) are informed of the incident and the outcome to the investigation.
- It may be appropriate for the victim to meet, under the supervision a staff member, with the alleged perpetrator(s) to explain how the bullying is affecting them. This is intended to help the bully(ies) to empathise with the victim. However, this will only be done with the full agreement of the victim.
- Where allegations of bullying relate to the journey to and from school / outside school, in addition to a range of in-house strategies, the headteacher may contact the local police for support.

If parents feel their concern has not been addressed

At Barker's Lane, we take any allegation of bullying very seriously and do not condone this behaviour. We work hard to make sure the child who feels that they have been bullied is safe, intervene to stop the bullying happening again, provide support and take appropriate action.

However if any family feels that their concerns are not being addressed, they can follow these steps:

1. Check that we have followed our procedures outlined in this policy.
2. Make an appointment to discuss your concern with the headteacher.
3. If you are still not happy, put your concerns / complaint in writing to the headteacher who will then respond to you in writing.
4. If the bullying still continues, you can write to the Chair of Governors as outlined in our 'I have Something to Say at School' leaflet.

If none of these things help, you can write to the Head of Lifelong Learning at WCBC or the Lead Member for Education at WCBC.

The role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The governors require the headteacher to keep accurate records of any serious incidents or bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and will ask her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher / teachers may decide to use assembly time or Circle Time in which to discuss with other children why this behaviour was wrong, and the consequences of such actions. All staff receive sufficient training to be equipped to deal with all incidents of bullying. Staff set the school climate of mutual support and praise for success therefore making bullying less likely. When children feel they are important, respected and belong to a friendly and welcoming school, we feel that bullying is far less likely to be part of their behaviour.

The role of Classteachers / Support Staff

All staff are aware that the following may indicate signs of bullying:

- frequent complaints of feeling unwell e.g. stomach aches, headaches
- not wanting to go out to play
- dislike of school or unwillingness to come to school
- parents reports of changes of behaviour eg. bed wetting, anxiety, dislike of separation etc.

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school (in Incident Book.) If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied then, after consultation with the headteacher, the child's parents are asked to come into school to discuss the situation. If we become aware of any bullying taking place we deal with the issue immediately. This involves support for the pupil who has been bullied. We spend time talking to the child

who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. The headteacher is informed of all cases of bullying. We inform the child's parents and discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, external support agencies such as Behaviour Support Services may be called for further guidance and advice.

The role of Parents

We recognise the importance of parental support in achieving anti-bullying initiatives and aim to ensure optimum methods of communication in order to maintain and support the ethos of the school and the promotion of positive behaviour. Our Home-School Agreement sets out the aims of our partnership approach and all parents and pupils are encouraged to adhere to its principles.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents can support our school to tackle any issue of bullying by talking to their child about bullying and the impact it can have on victims. Whether a child is a victim of bullying or involved in bullying behaviour there are things that parents can always do to address it. We will assist and support parents who request advice.

Parental support is valued in all aspects of school life. Consultation is important, helping create an ethos in which positive behaviour is encouraged and bullying considered unacceptable. We encourage regular consultation and communication.

WCBC guidance states that *'In some cases, bullying is a crime and could get a child into trouble with the police. It is important for parents to support school to help their child understand that colleges, universities and employers regularly look at social media sites, and if they are involved in bullying, this can harm their future education and job prospects.'*

Transition

There is therefore a lot that parents can do to assist their child to cope more easily with the demands of starting school, and whilst the school has expectations, so have other children in the class. Before they start school, children and their parents are invited to an induction day where they are made to feel comfortable, happy and familiar with the school and the staff. Parents are given a school prospectus which advises on activities that help prepare children for the kind of work that they will be doing, and ideas of how to develop social and emotional skills.

The characteristics of children who display good social and emotional skills include the ability to:

- mix with other children
- share toys and equipment
- be independent at the toilet
- follow instructions from an adult
- share thoughts and ideas
- control temper outbursts

We recognise the significant event for 'new' children coming into school, both Early Years pupils and mid-term transfers. We have very effective settling-in procedures and encourage parents to be fully involved with all aspects of school life. Our induction programmes help parents and pupils to overcome any anxieties they may have. Foundation Phase pupils are involved in preparatory and settling-in programmes prior to their commencement to Key Stage 2, similarly at transition from KS2 to KS3.

Pupils may arrive after term has started, when friendships have been consolidated and their very newness and isolation may make them potential targets for bullying. In anticipation of these circumstances we:

- prepare the class for acceptance of the new pupil
- find out pupils' interests and hobbies
- appoint reliable pupils to help to look after the new pupil
- use Personal Education Plans for Looked-After Children to plan and monitor their progress.

Useful Links

www.youngwrexham.co.uk

<http://www.youngwrexham.co.uk/en/organisations/second-voicecacy-service/04329.html>

<https://www.kidscape.org.uk/advice/advice-for-young-people/>

<http://www.childline.org.uk/Explore/Bullying/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

www.thinkyouknow.co.uk

References

Wrexham Anti-Bullying Guidance for Schools, WCBC 2015

Action on Bullies, Estyn 2014

Respecting Others: Anti-Bullying Guidance, Welsh Government 2011

The Equality Act, 2010

Review

This policy was compiled in April 2015, reviewed in March 2017 in consultation with pupils, parents, all staff and the governing body. The latest review was in October 2019. It will be reviewed again in three years.

Appendices

1. Procedures Flow Chart
2. Monitoring Log
3. Incident Form
4. Responding to Incidents of Bullying Form
5. Behaviour Summary
6. Bullying Survey / Questionnaire

