Sealand Primary School

Positive Behaviour and Inclusion Policy (including anti-bullying)

Introduction

In Sealand CP School the teaching, learning, achievements, attitudes and well-being of all our pupils are important. We encourage all our pupils to aspire to and achieve the highest possible standards. We do this by taking into account each pupil's life experiences and needs.

The Behaviour Policy at Sealand CP School is a statement of good practice that embraces all aspects of school life and contributes to the development and maintenance of good behaviour and a positive ethos. We have broken these aspects of school life into three areas;

- whole school
- classroom
- playtime

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Aims and Objectives

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- To support effective teaching and learning.
- To contribute towards mutual respect.
- To gain the agreement and support of all staff and parents.

Policy in Practice

- Our school values are displayed on our school website.
- Our school values are displayed in classrooms and other parts of the school as appropriate.
- Each school value is explained to the children to ensure understanding.
- In each classroom children have agreed to their own class rules which are closely linked to our school values and are displayed in each classroom, visually where appropriate
- The rules are brief and easy to learn and expressed in constructive terms.
- The rules encourage pupils to develop responsibility for their own behaviour.

The School Values

Sealand Primary School is a welcoming, safe and happy school where everyone is able to work, learn and grow.

"Working, Learning, Growing Together"

Our core values were developed by our school family of learners, parents, staff and governors. We all aim to spread these core values throughout our school and wider community.

Our school values that we promote are universal moral values.

At Sealand CP School we always try to:

- be kind
- be respectful
- be honest
- be positive
- be confident
- be yourself

…in our community school and in the wider community

Sealand Standards

To ensure consistency and fairness, Sealand CP School uses a graduated behaviour response system.

Step 1 - Reminder
Used for low-level disruption, off-task behaviour, calling out, unkindness, disrespectful language or inappropriate attitudes. Staff provide a calm reminder of the expected behaviour and give the child an opportunity to make a positive choice.

Step 2 - Reflect
If behaviour continues after reminders, the child is given a short period of reflection away from the situation. Following reflection, the child returns to learning with a fresh start. Parents/carers are informed.

Step 3 - Reset
For continued disruption, deliberate refusal, repeated disrespectful behaviour or more serious incidents, the child works away from the class in an agreed location. A restorative discussion takes place, the incident is recorded, parents/carers are contacted and SLT are informed.

Step 4 - SLT Support
For persistent, serious or high-risk behaviours, including aggression, bullying, discriminatory language or behaviour that may cause harm, SLT take the lead. Parents/carers are contacted, the incident is formally recorded, and appropriate

support and consequences are implemented. This may include behaviour plans, risk assessments, interventions or parent meetings.

At every stage, the focus is on helping children reflect, repair relationships, learn from mistakes and return successfully to learning.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are displayed in their classes, and that their classes behave in a responsible manner during lesson time.

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

The class teacher treats each child fairly, and 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, the class teacher seeks help and advice from the headteacher/deputy headteacher/SMT.

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 the LA's behaviour support service.

The class teacher reports to parents and carers 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.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. New staff will receive induction information regarding positive behaviour management.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and in line with LA/WAG guidance.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher/headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in line with the school’s complaints procedure.

The Role of Governors

The governing body has the responsibility of reviewing and monitoring the effectiveness of these general guidelines on standards of discipline and behaviour. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about

particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Rewards

We believe it is important that praise and reward should have considerable emphasis within our school - so that our pupils will achieve recognition for a positive contribution to school life. Such contribution includes good behaviour and good academic effort.

It is expected that good standards of behaviour will be encouraged through the consistent approach of our school values and supported by a balanced combination of rewards and sanctions.

It is important to develop and maintain consistency in application of rewards and sanctions systems.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

At Sealand CP School our reward system is based on whole class and individual reward systems, which children will be awarded for academic and non-academic achievements, for effort and kindness, for all aspects of good work and behaviour.

Celebration Assemblies are held weekly recognising the achievements of pupils from every class. They receive a certificate and a round of applause from everyone.

Incentive stickers are available for everyone. In addition, each member of staff gives verbal praise as often as possible.

Each class uses Dojo points, an interactive digital behaviour system. Individuals, groups and whole classes are rewards points for positive behaviour.

Sanctions

Pupils have the right to expect fair and consistently applied sanctions for poor behaviour. Such sanctions will make a clear distinction between serious and minor infringements of our values. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future.

Teachers will use proactive strategies to try to prevent inappropriate behaviour such as:

- Planned ignoring and proximal praise This would be used for low-level misbehaviour and might involve:
- Praising adjacent children whilst ignoring those pupils behaving inappropriately.
- Avoiding eye contact, seeking answers from those children putting their hand up.
- Discussing with the child why they are being ignored.
- Discussing with the class why a particular child is being ignored.
- Non - verbal signals including:
    - Looking in the direction of the noise

    - Raising one arm in the air
    - Eye - to - eye contact
    - Shaking head
    - Facial expressions
    - Proximity control

This might be used to de-escalate conflict or inappropriate behaviour

- Teacher moves nearer the pupil
- Pupil is moved nearer the teacher

Effective Reprimands

Staff should be aware of the way any reprimand is delivered. Shouting should be regarded as an exception. The occasional raised voice when the child / class are normally quiet is more effective. When reprimanding a child it is expected the teacher will:

- Know the child. Reprimands should be appropriate to the age, character and understanding of the individual child.
- Be reasonably close to the 'target' child. Where possible avoid blanket, whole class reprimands.
- Deliver the reprimand calmly, firmly and with confidence. With older children in particular, it might be better to speak to the child away from their peers.
- Be clear and specific about the facts and the points you wish to make. Give the child the opportunity to explain their point of view. Don't get involved in argument. Don't let the child talk while you are talking.
- Make sure the children are clear that it is the inappropriate behaviour that is unacceptable not the child. We should be aware of what is said when reprimanding a child. The reprimand should be related to their behaviour. We should encourage the child to take responsibility for their actions. Explain carefully why the child is in trouble and the behaviour that would have been appropriate.
- Give the child the opportunity to describe the behaviour that would have been appropriate, referring to our school values to support the child in their reflection and understanding.
- We should be aware of the situation where the reprimand is given. Reprimands should not intentionally humiliate a child.
- We should never use emotive language eg thick, stupid.
- Be clear and specific when discussing with the child their inappropriate behaviour, giving them clear ideas on alternative types of behaviour

Sanctions would follow a hierarchical order, however dependent on the seriousness of the misbehaviour the sanctions may start at a higher level.

- Reminder of the school values and your expectation of what the child should be doing.
- Learner receives a clear warning linked to our school values.
- Positive timeout to enable the learner to re-engage with the learning activity. Restorative reflection with class teacher.

- Reasonable, relevant and responsive loss of privilege.
- Learner to complete work with buddy teacher. Restorative reflection with member of Senior Leadership Team.
- Learner is sent to Headteacher. Restorative reflection with Headteacher.

Minor Sanctions: examples of minor sanctions are talking to the child about their behaviour in a more assertive tone, giving the child some 'thinking time' to reflect on their behaviour, moving the child away from an area/child, moving the child's name onto the sad cloud, encouraging the child to make amends, taking the child off an activity.

Major Sanctions: examples of major sanctions are loss of playtime, moved to another class, detention, being sent to Senior Management, Deputy Headteacher or Headteacher, removal of privileges, phone calls home and not being allow to represent the school at events.

At this stage the following steps will be followed;

- Parents/carers will be asked to come into school to discuss their child's behaviour
- An Individual Education Plan or Individual Development Plan will be written to target behaviours

We will record any behaviour concerns using CPOMs.

Restorative Conversations

When dealing with conflict we convey compassion and promote the use of restorative practices. There are six steps we can to use Restorative Conversations and help our children through a difficult situation, such as a fight with a friend or disruptive behaviour.

STEP 1. OPEN THE LINES OF COMMUNICATION.

We let our children know that we will listen to them and their perspectives.

We may use phrases such as:

- How's it going?
- I wanted to talk with you about _____ .

STEP 2. ALLOW THEM TO EXPLAIN THE SITUATION FROM THEIR PERSPECTIVE.

We try to see the situation from their point of view. We must remember that children, as

adults, may often feel very differently about the same event.

We may use phrases such as:

- What happened?
- Can you tell me more about _____ .
- What were you thinking at the time?

- What were you feeling?

STEP 3. IDENTIFY WHAT LED UP TO THE INCIDENT AND ANY ROOT CAUSES. We help our children gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour.

We may use phrases such as:

- It sounds like you felt _____ . What made you feel that way?
- What happened before it started?
- What else do you think was going on with _____ ?
- Has this happened before?

STEP 4. IDENTIFY THE IMPACT.

Help children see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings.

We may use phrases such as:

- What happened to you? To your friend? To your family?
- What have you thought about since?
- Who else do you think has been affected/upset/ harmed by your actions? How?
- When I heard/saw _____, I felt _____because I _____.
- What role do you think you played in this situation?
- How do you feel now?

STEP 5. ADDRESS NEEDS AND REPAIR HARM.

We help our children decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence.

We may use phrases such as:

- What can you do to make things better?
- If you were _____, what do you think you would need?
- What do you need to help you do that?
- What would you like to see happen?
- What could you do to make sure this doesn't happen again?
- What can you do differently next time?

STEP 6. CREATE AN AGREEMENT.

This may be a verbal agreement, a checklist or even a written letter or contract.

We may use phrases such as:

- Based on our talk, I heard that you will _____. I will also _____.
- Can we agree on this plan?
- I'm going to check on you in a while to see how things are going.
- Thank you for sharing with me! I'm so happy we can work together to make things better!

Fixed Term Exclusions

This is where a child is removed from school for a limited period of time. Parents will be informed, in writing of the reasons for exclusion. A date for the pupil's return to school must be specified at the time of exclusion. The letter must inform the parents they have the right to appeal to the governing body and LA within 7 school days. This course of action will be taken by the Headteacher or the Deputy Headteacher in her absence. The LA and chair of the governing body will be informed at the time of the exclusion. Any appeal will be considered by the governing body's appeal committee. The school will make arrangements for work to be sent home during the period of exclusion.

It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The child's parents will have been informed of the possibility of exclusion as part of the consultation process.

Permanent Exclusions

The same procedures must be adopted as for the fixed term exclusion. In addition, the Headteacher:

- must inform the LA on the day of the exclusion by telephoning the Inclusion Welfare Team
- a copy of the letter to the parent should be sent by first class post or fax to the above person.

The letter to the parent should:

- explain that the exclusion is permanent
- give the reasons for the exclusion
- mention any previous warnings, fixed term exclusions or relevant other information.
- inform the parents of their right to make written and oral representations to the Governing Body

N.B.

- Any exclusion, whether fixed term or permanent, is recorded on, and cannot be removed from a child's records.
- The relevant form must be completed by the Headteacher and forwarded to the LA. A copy of the completed form is retained by the school

Reduced Timetable

In very exceptional circumstances there may be a need for the school to put in place a temporary reduced timetable to support a pupil’s individual needs. This would be recorded on a Pastoral Support Plan (PSP). The purpose of a reduced timetable is to allow the school time to begin addressing behaviours which are of a high level, and are impacting on the daily learning of pupils within the classroom. A reduced

timetable will be used as a short term measure, or until it is felt there is appropriate support and safeguards in place which allow for the child to come back to school on a full time basis. As the child begins to demonstrate improved levels of behaviour, timetables can be extended until the point where a child is returned to full time education, and where it is safe to do so. Likewise if it is felt that the reduced timetable is not having an impact and the child is not safe to return to mainstream setting, an exclusion or extension to the reduction may be required. In all instances where a reduced timetable is required, the school will act in line with the LA Guidance on Reduced timetables.

Team Teach

Our teachers have been trained to manage challenging, emotionally-charged interactions in a positive, respectful way. The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. Our teachers have been trained to use positive handling techniques to protect a child from seriously harming themselves or others. This is only ever used a last resort as staff employ de-escalation strategies to prevent escalation of such behaviours.

Lunchtime Supervision

At lunchtime, supervision is carried out by a Senior Supervisor (MDSA) and a team of mid-day supervisors. The MDSA's are expected to ensure children are behaving appropriately.

The same rules apply at lunchtime as they do at any other time of the school day.

Where children are refusing to co-operate with the MDSAs they are brought straight into school by the adult. This will remove the child from the confrontational situation and allow a member of the Senior Leadership Team to deal with the situation.

A daily Lunchtime Club has been set up for children who find the lunch hour difficult or distressing. Vulnerable children are invited to attend the club. It is held every day for 30 minutes and is supervised by and an adult. The children have the opportunity to unwind and recharge their batteries in a relaxed and calm setting.

Inclusion – Including Support for Vulnerable and Disadvantaged Learners

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the school together with those who do not have ALN and are encouraged to participate fully in the life of the school and in any wider community activity. We are committed to ensuring our school celebrates and reflects our diverse community. Representation of this is evident throughout, from wall displays to newsletters and book corners, to media postings. We actively seek involvement from community members in fostering the above.

In addition, at Sealand CP School we will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

- learners with special educational needs (SEN) or additional learning needs (ALN)
- learners with learning difficulties and/or disabilities (LDD) who access further education and training
- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma and Traveller learners
- learners eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse or neglect

Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern we can give additional support in school to try to put it right by developing an Individual Education Plan for Behaviour (IEPB) or an Individual Development Plan (IDP). Targets or outcomes are set with the pupil and their parents focussing on ways to develop more appropriate behaviours. We can also, but only with the agreement of parents, seek the assistance of; Flintshire Child and Adolescent Team (FCAT), the Nurture outreach Team, the Inclusion Welfare Team, the Educational Psychologist or the North Wales Police. We are committed to work with all outside agencies to promote the success and well-being of the child.

Emotional and Social Development and Well-being

At Sealand we support the emotional health and wellbeing of children and staff. At our school we have enabling adults who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. Staff are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. Key members of staff are trained in Trauma informed Practice, offer emotional Literacy Sessions and refer to external agencies where appropriate. Through a collaborative approach, the emotional health and wellbeing of children and young people, is central to our practice.

Anti-Bullying

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms." (Tackling bullying in schools: A survey of effective practice – Estyn 2006)

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying can take many forms, but some of the main types are:

• Physical – hitting, kicking, taking belongings, sexual harassment or aggression

• 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)

• Bullying by text messages on mobile phones or through social networking sites

This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious emails or comments on social networking sites sent by other pupils.

It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We utilise a variety of strategies to inform learners of the issues around bullying.

- Whole school assemblies
- Health and well-being curriculum
- Police Liaison Officer sessions

Roles and Responsibilities

Role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They record incidents that happen in their own class or

to children from their class or those incidents that they become aware of in the school in general. These incidents are recorded in using CPOMs which is then seen by the Senior Leadership Team. Class teachers can use classroom reward systems to manage bullying type behaviours.

If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve support for the victim of the bullying, and sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, we inform the headteacher and the additional needs co-ordinator. School then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as Social Services, Inclusion Welfare Officer, Nurture Support Team.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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 in the school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher will report all incidents of bullying to Flintshire using the online 'Challenging Bullying' system.

Role of the Governing Body

The governing body supports the headteacher in all attempts to eliminate bullying from our school.

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 all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Monitoring and review

This policy will be reviewed on an annual basis.