

# Ysgol Glan Gele



## Behaviour, Assertive Discipline and Anti Bullying Policy

## Assertive Discipline

This policy has been prepared by the Head teacher and staff in consultation with the Governing Body of the school. It contains our approach to discipline at Ysgol Glan Gele and outlines a number of principles and strategies which serve as a basis for an effective approach to discipline within the school.

The vision for the school is *'Happy and secure as we all learn together'*

These words underpin the whole philosophy of the school and its ethos. Ysgol Glan Gele is a very happy caring school as recognised in the Estyn Inspection in 2009:

*"Nearly all pupils feel safe and happy in school and know they can go to an adult or an older pupil if they need help or support."*

The same inspection report commented that

*"Nearly all pupils display positive attitudes to learning and their behaviour is exemplary"*

However, in order to have such high standards of behaviour there needs to be clearly defined rules to which the pupils must adhere. These are contained within the **Assertive Discipline** approach to behaviour adopted by the school. As part of this approach there also needs to be clearly defined rewards, consequences and sanctions which need to be enforced if pupils decide to break these rules.

At the core of our vision is our belief that the key to developing self discipline is to take responsibility and ownership for our own actions. Young children do not always have the ability or experience to make their own decisions as to what is right or wrong, therefore, they need guidance to understand which actions are acceptable and which are not.

We rely on parents to support us when their child has done wrong in school or outside.

Although the children entering Ysgol Glan Gele are only three, by adopting the Assertive Discipline approach at the school we are providing the pupils with systems and tools that encourage them to take responsibility for their own actions at a very young age. This relates to their behaviour both in and out of the classroom, their attitude to their work and others within the school, their peers and other adults with whom they come into contact.

## The Classroom Discipline Plan

Each class within the school follows the same three rules:

Safe, ready, respect.

These rules are on display in each classroom and are clearly known and understood by the children.

At the heart of this approach is the children having a clear understanding of our three special words and what they mean in all areas of the school.

Before each activity within the classroom the teacher must give clear instructions/directions which the children in the class are able to follow. This will be done using WALT/WILF and will be referred to throughout sessions to ensure pupils understand what is expected of them.

These instructions will differ and be appropriate to the type of activity to be undertaken.

Positive Recognition for individuals who abide by the rules:

- Praise verbally
- Send to the Head teacher to receive praise.
- Special certificate in Friday's Golden Time Assembly
- Postcards home

The Consequences of breaking the rules:

- An assertive warning i.e. *"the directions were..."*
- A warning
- Time out – removal from group (appropriate to the age of the child)
- Time taken off playtime
- Send to the Head teacher - miss the whole 'playtime'
- *Severe clause – pupils may be fast tracked for severe misbehaviour such as hurting another child and sent to the Head teacher immediately.*

Consequences if sent to the Head teacher:

- ❖ Reflection with Head teacher
- ❖ Discussions with parents

If the behaviour is repeated the Head teacher will:

- ❖ Record the behaviour.
- ❖ ALNCO will, with the class teacher, devise an Individual Behaviour Plan
- ❖ Meet with Parents
- ❖ Refer and consult with Conwy's Behaviour Support Team.
- ❖ Carry out and monitor the IBP
- ❖ Report back to parents and the BST

The rules will also be reinforced during assemblies and 'whole school sessions'.

Pupils will be reminded of the importance of good behaviour to ensure the happiness of all and the consequences of not following the rules for themselves and others. All members of staff have been trained and understand the Readiness to Learn and Restorative Justice approaches and work hard to implement these strategies. **Circle Time** is used to reinforce positive behaviour and build self esteem. Each class has a **Time To Talk** book which is used to record any class discussions that may take place about any issues that arise during the school week. All children contribute to the books and are aware of their purpose.

The relationship between pupil and teacher is extremely important and requires mutual consideration on both sides. Parents are asked to support the school in its approach to discipline. Any concerns should be raised with the class teacher or Head teacher. Cooperation between home and school and the wider school community is essential.

The school insists on the highest standards of behaviour. Pupils who refuse to conform to reasonable expectations and who refuse to comply with school rules can expect to receive a sanction.

The school will always inform and enlist the support of parents / guardians of 'serious' and persistent offenders.

## **Regular Unacceptable Behaviours and their Management within Ysgol Glan Gele**

Where a child's behaviour is **continuously** disrupting the work of his/her classmates, or preventing them playing and socialising happily on the playground or in the lunch hall, parents will be required to attend the school to discuss their child's behaviour.

A behavioural plan will be developed to support the child and encourage good behaviour within the school. This will include a variety of approaches to 'change' and manage the child's behaviour to a level that is appropriate and acceptable to the whole school community. During this period the child's behaviour will be assessed closely and will usually include a detailed incident log kept by the class teacher and monitored by the Head teacher. A time frame for this plan will be agreed by the school and the parents. At this time, parents will be kept informed of any progress and encouraged to work with the school to 'change' and support their child's positive behaviour.

Usually such intervention will be enough to begin to change unacceptable behaviour. Pupils will be praised for adhering to the rules and positive reinforcement will be used to reward compliance. As a school we will always seek to work to alter a child's behaviour. We believe in inclusion and are committed to working with all members of the school community to provide them with a quality education within their local school. However when all avenues of encouraging good behaviour have been exhausted to no effect, parents will be called into school to discuss their child with the Head teacher and a member of the Governing body. This can lead, in extreme cases, to a child being excluded from school. Such a decision will never be taken lightly or without discussion with the Governing body and the LEA. It will only be used as a behavioural tool as a 'last resort' when all other methods and options have been exhausted. If this has no effect and further transgressions occur the pupil will become the responsibility of Conwy Education Authority and will be suspended from school.

## **Bullying**

Bullying is not compatible with the vision for the school '**Happy and secure as we all learn together.**'

## **Background**

It is estimated that nationwide between 10 - 25% of children are affected by bullying in some way, either as a bully or as a victim. Bullying affects everyone – other children, teachers and parents.

## **What is Bullying?**

It can entail physical abuse, verbal abuse, stealing or damaging property or by forcing children to act in ways they would not normally do.

## **When does it happen?**

Normally it happens when it is more difficult than usual to supervise, e.g., playtime, in the corridor, before and after school, at the start and end of lessons and during dinner-time.

As a school we have detailed class incident logs whereby the class teachers and teaching assistants will keep detailed logs on any severe incidents that arise along with any incidents of racial abuse, emotional abuse and physical bullying.

## **How can it be prevented?**

1. By adopting a consistent whole school approach to discipline.
2. Regular supervision both in the classroom and in the schoolyard.
3. By listening to the children and ensuring that they have opportunities to talk to their teachers e.g. during Circle Time, Time To Talk sessions or after playtimes.
4. By monitoring the Register in case there are patterns of absence – any observations will be discussed with the Parent Liaison Teaching Assistant, Mrs R. Dodd
5. By co-operating with parents.

6. By taking note of the complaints made by the children and their parents. The information should be noted in writing if this is thought to be necessary and the steps to be taken should also be recorded.

### Parents

It is very difficult, and understandably so, for parents who feel their child is being persistently bullied by another child, to understand the processes involved in managing and changing difficult behaviour within a school. For this reason, we share this policy with parents upon request.

Often parents will demand that the 'bully' should be immediately removed from the school, however there are procedures which must be followed in line with guidance from the Local Education Authority. Before any child can be excluded from a school the school must devise and implement a detailed and thorough Individual Behaviour Plan to try to positively alter the behaviour of the child. Whilst at the same time ensuring that strategies are in place to protect other children from the effects of bullying.

The child whose behaviour is cause for concern and his or her parents should be supported and asked to cooperate and support the IBP. Outside agencies may also be brought into school to strengthen this process.

We believe in, and are committed to, inclusive education for all. Rarely are little children beyond help. All come to school with different life experiences and it is the duty of the school to try to help and support each child which enters its doors. Exclusion must be a 'last resort' when all other attempts to alter the child's behaviour have failed. However if misbehaviour cannot be changed through support and an IBP and the behaviour of the child is constantly damaging the learning or socialisation of others, the school is honour bound to support the affected children.

Thus the school may justifiably take steps to exclude or remove a child from the school role.

At Ysgol Glan Gele we operate an open door policy so parents are able to discuss any worries they may have and the teaching staff work hard to support the parents in the development of their children. If parents would like to speak to the Head Teacher regarding any matters of bullying then they are asked to make an appointment with the office and they will be met at a mutually agreeable time for both parties.

This document is a statement expressing the aims, objectives, principles and strategies for discipline at Ysgol Glan Gele. It was prepared during the Autumn term of 2019 following consultation and discussion with the Headteacher and staff within the school.

Discussion and approved by Governors of the school on \_\_\_\_\_

To be reviewed \_\_\_\_\_

Signed: Chair of Governors *Maai Lennan*

