

Mission Statement

The Model Church in Wales School’s mission is to work within a Christian ethos to nurture and develop all that is best in our pupils providing them with a sure foundation for their future.



Pupil Behaviour and Discipline (including Anti-Bullying) Policy

Policy confirmed by the Governing body of Model Church in Wales School on:

Date:

Signed: (Chair of Governors)

..... (Headteacher).

[Reviewed Date 8/2/18 – Panel: Policy]

“Jesus our ‘Model’,
Helps us to share
Learning and Kindness,
Friendship and care”

Pupil Behaviour and Discipline (including Anti-Bullying) Policy

1. Ethos of the School

1.1. The Model Church in Wales School is a Voluntary Aided School. Trusting in God we aim to:

- Ensure that each child realises his or her full potential
- Meet the needs of individual children in a caring Christian environment
- Develop mutually supportive links between home and school and Church and the wider community
- Develop confidence, independence, and self-esteem, together with respect for all people
- Provide high quality teaching and stimulating learning opportunities
- Establish high expectations of attitude, behaviour and achievement
- Prepare children for their responsibilities as good citizens and develop their awareness of their role in the wider community.

2. Introduction

2.1. At the Model School it is our intention to approach behaviour and discipline in a proactive, positive way. We seek to teach children the difference between right and wrong and to follow the teachings of Jesus Christ.

2.2. Through our practice and teaching we aim:

- To show respect for others, for the environment and for ourselves.
- To enable children to distinguish between right and wrong.
- To encourage children to discuss aspects of their own behaviour and that of others and to make suggestions to improve their own behaviour or the behaviour of others.
- To make the school policy available to parents and to encourage them to promote positive behaviour, working in partnership with the school.
- To enable the children to understand the system of rewards and sanctions and to enable them to measure how their work, skills and attitudes are improving.

3. School expectations

3.1. At the beginning of the school year teachers and children will discuss the following expectations:

We expect pupils to be polite, courteous, honest and truthful at all times and to;

- Listen when someone is talking to the class
 - Respond the first time a request is made.
 - Take turns to speak.
 - Work and play constructively with other children.
 - Take turns and share.
 - Respect others' different opinions.
 - Find ways to settle disputes quickly.
 - Be truthful about own actions and actions of others.

- Work independently and responsibly:
 - Follow instructions.
 - Complete tasks in the time given.

- Respect the school environment, including school and personal property:
 - Walk carefully and quietly around the inside of our school, paths and patios.
 - Be sensible when using cloakrooms and toilets.
 - Leave areas tidy after use.
 - Never take other children's things without their permission.

3.2. From the discussions each class will develop a set of class values/rules which will be displayed. All children and adults will be expected to uphold them. There needs to be common expectations of behaviour within every class to enable the children to develop personal and social skills and to help them to acquire positive attitudes to learning.

4. Lunchtime and Break time Behaviour

4.1. Class values apply at all times during the school day:

- Listen to instructions given by adults and respond immediately.
- Behave sensibly at the table and do not walk around the dining hall without permission.
- Help others if you can.
- Line up sensibly and quietly.
- Play with thought and consideration for others.

5. Monitoring Behaviour

5.1. Each class will devise its own method of rewarding good behaviour. Rewards will be given for:

- Sustained or improved effort.
- Attentive listening
- Co-operative work with others.
- Being kind, honest and polite.

5.2. Ideas for rewards might include:

- Sticker charts
- Pupil of the week/day
- Helper of the day
- Star chart
- Happy faces
- Special teddy, toy, scrapbook to take home
- House points
- Golden time
- We are Proud of these Pupils Foyer display board.
- Pleasing examples of work to be filed in Pupil Portfolios.

5.3. Circle Time sessions will be a positive means of discussing issues related to behaviour.

6. Recognition of Good Behaviour

6.1. At the end of each term a special Head teacher's Award ceremony will be held when each class-teacher will nominate a pupil who deserves special praise for effort, achievement or behaviour. 100% attendance will also be rewarded. Children may also be singled out for special praise during the term when they will receive a congratulatory postcard from the Headteacher.

7. Sanctions

7.1. Sanctions may be applied for those children who do not meet the agreed expectations of the class. It is expected that children will meet the expectations of behaviour agreed.

- Class sanctions to be agreed at the start of the year. These may include traffic lights, strike systems, loss of golden time etc.
- Date, time and nature of a serious behaviour incident to be recorded in Phase Behaviour book. The behaviour must have been witnessed at first hand by a member of staff if it is to be recorded or if an exclusion is to be considered. The Headteacher/Deputy Headteacher must be informed of a serious incident on the

day of occurrence. Serious incidents include: biting, kicking, punching, foul language or spitting. Any mitigating circumstances leading up to serious incidents should be thoroughly investigated, recorded and reported.

- Very serious incidents must be reported to the Headteacher immediately. The Headteacher will inform and meet the parents of the child concerned.
- Where children find managing their behaviour difficult or their behaviour is continually rude, aggressive or insolent, causing disruption to the class, a behaviour contract and pastoral care programme may be established between the Head teacher, class teacher, parents and the child. The contract will include targets, sanctions and rewards relevant to that child. A behaviour monitoring form will be completed on a daily basis by the adults working with the child concerned. A Home/School book may also be used if appropriate. Comments recorded on both Behaviour Monitoring form and in a Home/School Diary should include both positive and negative instances of behaviour/progress.
- The Carmarthenshire Behaviour Resource Pack for Teachers and behaviour support team may be consulted where appropriate.
- Parents should be regularly updated on progress.
- Improvement to be rewarded.

8. Teachers' Behaviour

- 8.1. Teachers' own behaviour should be exemplary. Children should never feel frightened, intimidated or threatened but should be told clearly and firmly if their behaviour is inappropriate. Shouting at a child in front of the whole school or a whole class or even in a public area of the school constitutes humiliation under the terms of The Human Rights Act. Taking a child to one side at the end of a lesson or separating him/her from the remainder and then telling them off fairly does not contravene the act. It is always advisable to have another adult with you as a witness to confirm that your treatment of the child is that of a "caring and prudent parent" and a competent professional person.

9. Bullying

- 9.1. We are a Christian community and bullying of children, whether verbal, physical or cyber will not be tolerated under any circumstances. It is the responsibility of the whole school, including the families of the children who attend the school, to prevent it. Guidance for parents and children on what to do if they see bullying taking place is provided in Appendix A.
- 9.2. The school will react firmly and promptly where bullying is identified. There are a range of sanctions available to the school depending on the perceived seriousness of the situation.

9.3. These include:

- Referral to class teacher/Key Stage co-ordinator.
- Loss of playtime/logged as part of staff information book.
- Detention (completing a task to help modify behaviour).
- Referral to Headteacher.
- Discussions with parents and children. A contract for improvement agreed by all parties.
- Exclusion from school lunch time play.
- Exclusion.

9.4. Exclusion is a last resort but will be actioned in extreme cases. The school's policy on exclusion is given in more detail below.

9.5. In order to deal with bullying, the school will:

- Support children who are being bullied.
- Help bullies to change their behaviour.
- Take bullying seriously and find out the facts of any incident.
- Meet those concerned individually.
- Use peer group pressure to actively discourage bullying.
- Break up bullying groups.
- Involve parents at an early stage
- Help children develop positive strategies and assertion.
- Use 'buddies' to support/help both those bullied and those accused of bullying.
- Be equally concerned about bullying to and from school.
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- Use circle time to discuss with and involve children in school rules and behaviour.
- Request help from Pupil Behaviour Support Services and Educational Psychologist where necessary.

9.6. If a report of a bullying incident is made the following procedures should be followed:

- The Headteacher must be informed and a form completed (appendix B).
- The Headteacher will contact the parents of both parties concerned either by phone or asked to come in.
- A restorative practice approach is used for the bullies to reflect on their behaviour and plan how they will move forward and improve their situation.
- Daily monitoring of the pupils concerned will be undertaken.
- Persistent offenders will be engaged with outside agencies to assist and improve the situation.

10. Exclusion

10.1. The school will follow the guidance laid out by the Welsh Government in their Guidance document no: 171/2015 “Exclusion from schools and pupil referral units”:

- In response to serious breaches of the school’s behaviour policy, and,
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

10.2. Only the headteacher can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher’s absence. The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

10.3. A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

10.4. There will, however, be exceptional circumstances where in the headteacher’s judgement it is appropriate permanently to exclude a learner for a first or one-off offence. These might include:

- Serious actual or threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon.

10.5. In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed-term. Schools should also consider whether or not to inform other agencies, e.g. Youth Offending Team, social workers, etc.

10.6. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

E-Safety - If there are any issues relating to E-Safety, please refer to the e-safety policy.

NOTE: If the guidance or the law is updated then the school will follow the latest guidance.

Appendix A

Pastoral Advice

It is everyone's responsibility to prevent bullying. Here is some advice for parents and children:

Parents

It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships you may well learn of disagreements or difficulties.

Watch for signs of distress in your children. There could be an unwillingness to attend school, headaches, stomach aches, etc. Toys or equipment going missing, requests for extra pocket money, etc. There are many reasons why your child may be unsettled at school, bullying is always a possibility.

If you think your child is being bullied, inform the school immediately and ask for an interview with the member of staff who should deal with the incident.

If you are dissatisfied with the outcome, request an interview with the Headteacher.

Remember, it is everyone's responsibility and allow the school time to investigate the problems. All reports will be investigated urgently.

Children

If you are being bullied:

- Try not to show that you are upset - this is difficult.
- Try to ignore the bullying.
- Walk away quickly and confidently - even if you don't feel that way inside.
- Try being assertive - shout loudly.
- Get your friends together and say no to the bully.
- If you are different in any way, be proud of it - it's good to be an individual.
- Avoid being alone in a place where bullying happens.
- If you are in danger, get away.
- Tell an adult you can trust.
- Request to speak with the Headteacher.

You can help stop bullying;

- Don't stand by and watch - fetch help.
- Show that you and your friends disapprove.
- Give sympathy and support to children who are being bullied,

- Be careful about teasing or personal remarks - imagine how you might feel.
- If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell

Procedure followed if you have been a victim of bullying:-

- The pupil will be monitored daily by staff who will remain vigilant.
- Regular contact with the parents will be observed to ensure the situation has improved.
- A PSE approach will be used to support the victim.
- In extreme cases outside agencies will be contacted to support the victim and their family.

BULLYING INCIDENT RECORD

Date:

Time:

Name and class of pupil(s) who has been bullied:

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Name and class of pupils accused of bullying:

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Description of incident:

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Name of Teacher/Support Assistant:

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Signed:

Pupils:

Signed:	Signed:	Signed:
Signed:	Signed:	Signed:

Location of incident:

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Frequency:

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Action taken following incident:

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Follow-up, including date and time of next meeting:

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Identification of any long term needs of pupils bullied or those accused:

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Name of investigating teacher:

Who reported the incident?

Involvement of parents:

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Further action taken:

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Recommendations to prevent further incidents:

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	Consequences					
Behaviour	STAGE 1 5 mins by wall	STAGE 2 10 mins by wall	STAGE 3 Whole Playtime by wall	STAGE 4 All Playtime by wall & parents informed by teacher	STAGE 5 Withdrawal from class for a minimum of one whole session Losing Golden Time & parents informed by Head KS co-ordinator or deputy	STAGE 6 Parents informed by Head or deputy.
Disruption	Talking in assembly	Constant off task talking	Being rude to staff & pupils	High level' persistent disruption which significantly affects the teaching and learning of others	Persistent disruptive behaviour- challenging behaviour, disobedience, persistent violation of school rules	As ← 2 nd offence
Homework	Not handing in homework on time. Work handed in the following day	Not doing homework - one off – (Work done at lunchtime)			Persistently not doing homework - Homework completed in Golden Time	
Position	Running in <i>No Running area</i>	Running/ walking up or down the bank	Messing around on stairs	Dangerous behaviour on stairs	Dangerous behaviour on stairs & someone gets injured	
Bad Language	Swearing in General conversation –(Yrs 3 & 4, normally	Swearing in General conversation even though its	Swearing at a teacher	Deliberately using foul language <u>towards</u> another person	Persistent use of foul language	Persistent use of foul language - directed at another specific pupil.

	inappropriateness pointed out by teacher – no sanction)	appropriateness has been already dealt with				
Bullying	Name calling	'One off' deliberately avoiding or leaving another child out of activities	Persistent name calling	Frequently deliberately avoiding or leaving another child out of activities	Fighting/ taunting etc. 2 or more against 1	Deliberate verbal or physical bullying, including cyber bullying
Racist	Using racist or homophobic language that the child may not be aware is wrong	Using low level racist or homophobic language which has been pointed out as being wrong			Deliberately using racist or homophobic language against another child e.g. taunting, harassment, derogatory racist or homophobic statements, swearing related to racist or homosexual characteristics, bullying or graffiti	As ← 2 nd offence
Physical	Low level aggressive behaviour, including pushing	Behaviour that includes hitting the face. Rough behaviour as part of a game that unintentionally leads to injury	One off intentional harm to another child	Threatening behaviour Fighting involving same children	Aggression towards an adult Persistent fighting or showing aggression	Physical assault against a pupil or adult - fighting, violent behaviour, wounding Threatening behaviour using a weapon e.g. a knife or threatening to smother with plastic bag

These are guidelines to be adhered to, however, each situation will be assessed in line with the individual and contextual information, surrounding the child.
For those children who are consistently on stage 6, then outside agencies will be contacted for support and advice on how to proceed with these pupils.

Appendix D

Following a lengthy discussion we have decided to follow the reward and sanctions chart overleaf. We feel that it will allow us all to work together using the same system. We will also be able to have a graduated response as well as taking individual children's need into consideration.

Children's names will be put onto pegs to make the system a visual one.

Following a discussion with our head teacher it was agreed, that teacher's professional decisions will be supported and upheld. Support and guidance can be sought from management team if required.

Phone call home

Awesome

Great

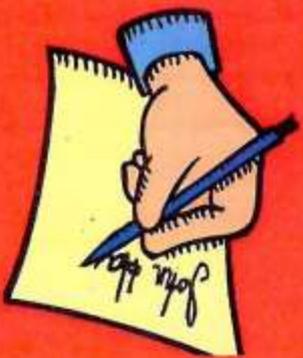
**READY TO
LEARN**

Warning

Teacher's
Choice

Speak to parents

Mam a Dad



Speak to parents

Mam a Dad



Ready to learn

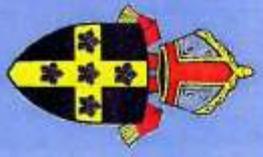


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Great

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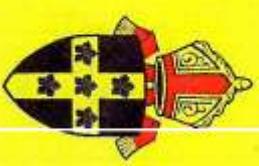
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Teacher's



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