Ysgol Tanyfron

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**Pupil Discipline**

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| Signed By Chair of Governors: |  |
| Signed By Headteacher: |  |
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**Introduction**

We aim to provide a caring, stable environment where the atmosphere is happy and hardworking. It is important for us all to adopt a clear, consistent code of behaviour, which is acceptable to each individual. We promote a strong ethos of respect for all members of the school community, including respect for difference and diversity.

At Ysgol Tanyfron we:--

* promote 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.

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following “Our Three School Rules.”

* Be Safe
* Be Respectful
* Be Responsible

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

**Good Behaviour**

* Our school vision statement, “Growing our pupils into the best version of themselves” is embodied into the everyday life of the school and provides the context for everything we do.
* Our “Three School Rules: Be Respectful, Be Safe and Be Responsible” are taught and modelled.
* Staff model a calm, appropriate tone of voice and positive warm body language.
* Positive praise and encouragement is used consistently to reinforce good behaviour.
* Pupils are encouraged to be good role models by taking on responsibilities as School Councillors, Playground leaders and school monitors.
* A broad, balanced, differentiated, engaging curriculum is taught.
* Emotional literacy is taught through “Circle Time” and other activities.
* A special “Well Being/Chill Out Area” has been created for pupils wishing to take “Time Out.”
* Home/School diaries are used to encourage positive communication and shared support.
* Support and advice from outside agencies e.g. ESW Educational Psychologist and TAC are actively involved at the school.

**Rewards**

Positive recognition is used consistently to reinforce the desired good behaviour of pupils and to promote self-esteem of pupils and staff. Staff promote a positive “can do “learning culture and use praise consistently. A variety of rewards and strategies are used:-

* Verbal praise and feedback
* Stickers (lunchtime)
* Class dojos
* Positive notes home (Treasury Tags)
* Positive phone call home
* Seren Yr Wythnos
* Class Recognition Boards
* House points (Eisteddfod and Sports)

**Consequences**

Sometimes there is a need to register disapproval and ensure effective learning and teaching takes place. This is essential for the stability, security and success of our school. Unacceptable behaviour cannot be ignored. Pupils understand that it is their behaviour which is unacceptable and not them. Pupils are aware of the rewards and consequences which are clearly displayed in each classroom.

Ysgol Tanyfron has a clear hierarchy of consequences when pupils choose to break the “Three School Rules, Be Responsible, Be Respectful and Be Safe.” 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.

Discussions with the class teacher or headteacher are always supportive and based on strategies to help each pupil and others in the class. Difficulties with behaviour will 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 Development Plan (IDP) 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.

**THE RESPONSIBILITY OF STAFF**

Successful implementation requires effective leadership from the head and shared responsibility of implementation by the teaching staff and support workers, the co-operation of pupils and their parents. Together it is our responsibility for:-

* Commitment to the policy.
* Establishing effective communication.
* Agreeing on the standards to be expected and how they will be achieved.
* Application of such standards.
* Using clear language and promote high expectations of learning and behaviour.
* Fostering good 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 RESPONSIBILITY OF PUPILS**

At Ysgol Tanyfron we expect every pupil to be well behaves, have respect for themselves, others and property. Pupils are expected to:-

* Remember, understand and follow the “Three School Rules.”
* Be Responsible: model good sitting, good listening, and ready to learn.
* Be Respectful: model good manners, smart walking, inside voices, taking care of their personal and school belongings
* Be Safe: model kind words and actions.
* Follow the school vision, “Growing our pupils into the best version of themselves”

**THE RESPONSIBILITY OF PARENTS**

At Ysgol Tanyfron we value the support of parents and strive to develop excellent home-school partnerships which will support, extend and enhance each pupil’s learning. Our parents are expected to:-

* Talk about the Home-School Partnership with their child and adhere to this.
* Ensure their child attends school and is punctual.
* Be positive about school, learning and behaviour with their child.
* Ensure their child has the correct clothing / equipment needed, e.g. uniform, black shoes not trainers and yellow t-shirt and black shorts P.E kit.
* Share any problems / upset that may affect the child in school, e.g. death of a pet or family member, separation of parents, etc.
* Work positively with school, supporting any concerns regarding their 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.

**THE RESPONSIBILITY OF 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 Senior Management team 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 such incidents to the pupil’s file. The Headteacher and ALNCo record those serious incidents or 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.

**Anti-Bullying Policy**

**What is bullying?**

*“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.

**Policy Statement**

The governors and staff of Ysgol Tanyfron promote a whole school approach and are totally committed to eliminate behaviour which is anti-social and which is likely to hurt, frighten or constantly bring distress to smaller, weaker or sensitive pupils. They also acknowledge the importance and necessity of pupils’ and parents’ support and cooperation in fostering collective responsibility and in their contribution to the effectiveness of this approach.

All staff within the school community will have responsibility to deal with anti-social behaviour they encounter. They will be supported and empowered by an agreed set of strategies to reduce bullying.

**Whole School approach**

At Ysgol Tanyfron we ensure awareness: – raising with all staff and actively involve pupils through curricular work and work on acceptable and inacceptable behaviours.

**Curricular approaches to bullying**

Classroom practice and curriculum (Personal Social and Well-Being, a key learning area) is used positively as a vehicle for raising awareness and for reinforcing good behaviour, politeness, kindness, manners, respect etc., whilst also understanding the anti-bullying concept.

**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.

**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.

**Everyday 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 buddies.’
* 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.

**Strategies for Staff**

**If you come across bullying what can you do?**

**First steps:**

DO

* remain calm; you are in charge. Reacting emotionally may add to the bully’s fun and give the bully control of the situation.
* when recording the incident gather the facts – no leading questions.
* take the incident or report seriously.
* take action as quickly as possible.
* think hard about whether your action needs to be private or public.
* reassure the victim(s), don’t make them feel inadequate or foolish.
* offer concrete help, advice and support to the victims.
* encourage the bully to see the victim’s point of view.
* use the range of sanctions outlined in our Behaviour and Discipline Policy.
* explain clearly any punishment and why it is being given.

Involving others:

DO

* inform the Headteacher, Deputy Headteacher or a member of the teaching staff. All reports of bullying will be logged by the Headteacher.
* inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. toilets, end of Key Stage 2 building, cloakrooms.

The Headteacher will inform both sets of parents calmly, clearly and concisely and reassure both sets of parents that the incident will not linger on or be held against anyone.

**Final steps:**

DO

* make sure the incident doesn’t live on through reminders from you.
* try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

**If you have to deal with bullying what should you avoid?**

* Don’t be over-protective and refuse to allow the victim to help him/herself.
* Don’t assume that the bully is bad through and through; try to look objectively at the behaviour with the bully.
* Don’t keep the whole incident a secret because you have dealt with it.
* Don’t try to hide the incident from the parents of the victim or of the bully.
* Don’t call in the parents without having a constructive plan to offer either side.

**Strategies for Pupils**

**What can you do if you are being bullied?**

Remember that your silence is the bully’s greatest weapon!

* Tell yourself that you do not deserve to be bullied, and that it is WRONG!
* Be proud of who you are. It is good to be individual.
* Try not to show that you are upset (it is hard but a bully thrives on someone’s fear), then go straight to a member of staff.
* Stay with a group *o*f friends/people. There is safety in numbers.
* Be assertive – tell the bully you don’t like their behaviour. Walk confidently away. Go straight to a member of staff.
* Fighting back makes things worse. Talk to a member of staff and your parents.
* Generally, it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

**Strategies for Parents**

**As a parent what can you do?**

* Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
* Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
* If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
* It is important that you advise your child not to fight back. It can make matters worse!
* Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
* Make sure your child is fully aware of the school policy concerning bullying, so that he/she will not be afraid to ask for help. Encourage children to speak to their classteacher.

**Strategies for School**

**As a school we will:**

* Organise the school community in order to minimise opportunities for bullying, e.g. duty teachers / lunch time supervisors
* Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHCE curriculum.
* Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
* Review the School Policy and its degree of success.
* Continue to have a firm but fair discipline structure. Our four school rules are simple and easy to understand and are shared with all pupils.
* Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, gender, etc.
* Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
* Encourage pupils to treat everyone with respect.

We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

**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