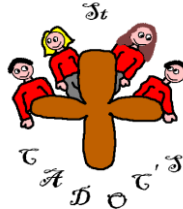


# BEHAVIOUR MANAGEMENT and ANTI- BULLYING



**March 2010**

*At St Cadoc's Catholic School we acknowledge that in reality the curriculum as a whole, and every part of it, is religious, since there is nothing, which does -not ultimately, relate to God. The curriculum in all its aspects, but especially its content and delivery, must reflect the fact that Christ is the foundation of the whole educational enterprise in a Catholic School.*

*(The Catholic School 1977 Vatican Doc.)*

## **Mission Statement**

In partnership with the Home and Parish, we endeavour to lead all the members of our school family, towards a living relationship with God the Father, through Jesus Christ, strengthened by the help and guidance of the Holy Spirit.

## **Vision Statement**

At St. Cadoc's Catholic School we work partnership with parents and the Parish to ensure that each child are valued as individuals and encouraged to strive for self-improvement whilst remaining sensitive to the needs of others.

## **Race Equality Statement**

At St. Cadoc's School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We at St. Cadoc's recognise that Wales and the rest of the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all children are prepared to live in such a diverse society.

## **Learning to Learn**

An integrated part of the philosophy and methodology of St. Cadoc's Catholic School is Learning to Learn; where the aim is that the child becomes an independent learner, they acquire a love of learning together with the learning skills that will allow them to further their own knowledge. Please refer to the policy statement.

## *Introduction*

This document is a statement of the aims, principles and strategies of Behaviour Management and Anti-Bullying at St. Cadoc's Catholic Primary School.

The policy reflects the beliefs of the Governors and the staff.

It was monitored, evaluated and amended during 2009-10, as a result of discussion and consultation between staff and Governors.

This document was approved at the meeting of the Governors on \_\_\_\_\_

The implementation of this policy is the responsibility of all at St. Cadoc's Catholic Primary School.

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## 1 Introduction

*“Good behaviour and discipline are key foundations for good education - without an orderly atmosphere, effective teaching and learning cannot take place.” DfEE Circular 8/94*

This policy aims to outline the methods and techniques used to maintain good discipline throughout St. Cadoc’s Catholic Primary School.

Good behaviour is the outcome of good discipline. Ultimately during the school day good discipline is the responsibility of the Head and staff.

**The essence of our policy is the belief in and encouragement of a positive approach to behaviour management.**

Parents, teachers and children know that good discipline is one of the factors that define an effective school. The way, in which good discipline is established and maintained within the classrooms and throughout St. Cadoc’s Catholic Primary School, is based solidly within the positive discipline approach to affect ‘Behavioural Modification’. The techniques are further supported with techniques gained from the assertive discipline approach. With the marrying of these techniques, we arrive at a system of discipline that is exactly right for our Catholic school and has been found to be most successful in achieving and maintaining good discipline.

## 2 Background Information

The Elton Report (1988) made 138 recommendations that will lead to an improvement in the standard of school discipline.

Schools need to identify policy, procedures and practice to:

1. Promote positive behaviour
2. Reduce the likelihood of inappropriate behaviour
3. Identify and address behavioural difficulties as soon as they arise

Meeting these recommendations:

1. Promotes a positive school ethos
2. Encourages a consistent approach to establishing and maintaining clear behavioural boundaries
3. Will ensure that the majority of children conform to the school's Code of Conduct.

The Elton Report stresses the importance of assessing and addressing the needs of children with emotional and behavioural difficulties. Those who require support additional to, or different from, what is provided through the school's behaviour policy require special educational needs provision. (See ‘Persistent and Severe Problems’ page 11)

### **3 Principles of the Behaviour Policy**

The pupils are provided with:

1. A clear and consistently applied behaviour expectations
2. Are consistently rewarded for conforming.
3. Are dealt with fairly when they commit misdemeanours.

### **4 Aims of the Behaviour Policy**

1. To promote a core set of shared values.
2. To promote positive behaviour.
3. To prevent all forms of bullying.
4. To encourage mutual respect.

### **5 Whole School Approach**

At St. Cadoc's Catholic Primary School we promote good behaviour through a positive approach to discipline. A positive approach does not mean a 'soft' approach, nor does it mean that a child should never be told off. It means that staff must examine their own organisation to ensure it promotes good behaviour and that it includes rewards such as praise to draw out the best behaviour from each child.

The aim is that the pupils at St. Cadoc's Catholic Primary School choose positive behaviour because they can see the reasons why one form of behaviour is preferable to another and can experience positive consequences for good behaviour.

It is vital that pupils are set an example of behaviour from how they are treated by the adults at St. Cadoc's See Appendix 1 for 'Code of Conduct' extract from 'Child Protection' Policy.

#### **a) Classroom Organisation**

##### **The Furniture:**

The way a classroom is organised can affect discipline.

1. Is the furniture of good functional quality?
2. Do you have excess furniture hindering free movement?
3. Does the way in which the classroom is arranged enable you to see and control all areas?
4. Can pupils see you from anywhere in the room?
5. Can equipment and apparatus be stored and retrieved with minimum fuss and without opportunity for mayhem?
6. Can pupils see the blackboard/worksheets/visual aids?
7. Can pupils hear you with equal ease?
8. Can you reach all parts of the classroom without difficulty?

9. Will moving desks/seating positions improve discipline?

In some cases a considered decision will be made that prompts a negative response to one or more of the above questions. For example, the Year 6 learning environment is designed to promote independent learning for those children who can be trusted, therefore at times not all pupils can see the teacher from everywhere in the room.

**b) Learning Activities**

Children provided with an interesting task, which is easy enough to allow successful completion but difficult enough to be challenging, results in busy, absorbed children who are too pre-occupied to seek opportunities to misbehave. There may be exceptions, but we deal firstly with the majority.

Check-list:

1. Ensure all instructions are heard and understood i.e. careful phrasing, repetition and writing of clear instructions on the board/worksheet.
2. Learning to learn strategies, in line with school policy, are an integral part of the learning ethos.
3. Well-recognised and acceptable ways of children seeking help.
4. Do you use ways of avoiding queues in the classroom e.g. self-marking?
5. Have the fast workers got extension work?

**c) Management Strategies**

Good classroom management is pro-active it prevents misbehaviour and therefore the need to react to undesirable behaviour.

The teaching techniques employed at St. Cadoc's are used to promote good behaviour within the classroom.

These include:

1. 'Witness' - The teachers are able to keep a general view of the class and give the impression of having 'eyes in the back of their heads'.
2. Overlapping - Dealing with more than one thing at a time.
3. Smooth flowing lessons:

No 'thrusts' e.g. insensitive questions or discussion when the children are fully engaged in their task.

No over-emphasis on such issues as slouching when the children are attempting to concentrate on their task.

No 'dangles' i.e. failure to proceed with an activity having introduced it.

No 'flip-flops' i.e. returning to an activity once it has been terminated.

No over-dwelling e.g. nagging.

No fragmentation i.e. repetition of requests to individuals, so keeping other children waiting.

Staff at St. Cadoc's Catholic Primary recognises the importance of such techniques and strategies in promoting good classroom discipline.

### Undesirable Behaviour

**Undesirable behaviour cannot be ignored, but it must not be given extra attention.**

**We must aim to give our awareness to the children demonstrating good behaviour.**

Psychologists and teachers recognise that some children have an insatiable appetite for attention. Teachers need to consider the ways in which they distribute their attention.

If a class of 23 children are returning from break and 20 of them enter the room sensibly and 3 run in noisily, who is it that the teacher rewards with attention? Research shows that in many cases it is the 20 children showing the desirable behaviour who are ignored and the 3 children showing undesirable behaviour who are given the attention.

The policy of ignoring unwanted behaviour attempts to reverse this process: in simple terms, the undesirable behaviour is ignored and the desirable behaviour rewarded. In this way, those showing the undesirable behaviour are encouraged to imitate the desirable behaviour in order to receive reward. So, in our example, the teacher would congratulate those who came into the classroom sensibly, "Well done, this group of children here. I noticed how sensibly you came in and settled to your work".

The 3 children who entered noisily should, under the strategies for positive discipline, be ignored however, at St. Cadoc's the desirable behaviour is praised and the undesirable compared (without undue attention) as an example of how 'we don't behave like that in St. Cadoc's' or specifically, 'look at how well -- come in you +++ should come in as well as they did'.

### Rewards

As the above example illustrates, in addition to dispensing with the undesirable behaviour, the teacher also rewarded the desirable behaviour.

At St. Cadoc's Catholic Primary it is policy to reward desirable behaviour whenever possible.

Reward can take many forms. One of the most effective and easily given form of reward is teacher attention and approval; it is immediate in its effect, requires no preparation and is the most natural, spontaneous technique of all.

Teachers may reward with a smile, words of praise or drawing attention of the whole class to the desirable behaviour.

In devising their own forms of reward, teachers are urged to:

1. Ensure the reward is given as soon as possible after the desirable behaviour has been shown.
2. Ensure that praise doesn't just become a routine response to pupil demand.
3. Ensure that what you consider as a reward will indeed be something that the child desires e.g. too much positive attention can distress a very shy child.
4. Don't ignore the intrinsic value of activities. Children's enjoyment of activities can be reduced if they are working to receive a reward.

At St. Cadoc's Catholic Primary School a number of rewards are used in promoting good behaviour and can be recorded on the electronic Achievement Records. (SIMS Attendance – Behaviour)

### Rewards for Successful Behaviour

1. *Verbal praise/smile*
2. *House point or sticker*
3. *Placed on the electronic achievement record*
4. *Verbal praise to parent*
5. *Visit to another member of staff*
6. *Class wide rewards*
7. *A visit to the Headteacher*
8. *A certificate home*

The house point system that runs throughout the school has proved to be especially successful. Every child in the school is placed in one of the four houses:

St. Crannog (Red), St. Isen (Blue), St. Tydfil (Yellow) and St. Winifred (Green).

Particularly good behaviour is rewarded with a house point. Totals for each house are collected from all classes each Friday and the on going scores updated in whole school assemblies each Friday. These scores are displayed throughout the week in the hall. At the end of each academic year the winning house is presented with a cup.

At the Friday Celebration assembly each class teacher and the lunchtime supervisors place a name of a child from their class or from the playground on the merit board. This can be reward for showing desirable behaviour as well as for academic achievement.

A variety of stars, stickers and stamps are also used to reward those children demonstrating desirable behaviour, e.g. extra time at a task of their choice, smiley faces or being sent to the Deputy or Headteacher.

### Consequences

The use of rewards to encourage desirable behaviour is a far more effective and less destructive form of control than the suppression of undesirable behaviour through punishment; however there are times when the use of effective consequences is necessary.

There has been a great deal of research into the use of punishment in schools. This research has highlighted some adverse effects of punishment including the development of avoidance tactics, undesirable modelling and problems in social development. Further punishment can lead to disaffection with school and it fails to show the child the correct mode of behaviour.

In order to reduce the adverse effects of punishment:

Any punishment should be administered sparingly on children who having been warned that their behaviour is unacceptable understand why they are being punished.

Teachers, when needing to reprimand a child:

1. Are encouraged to do so face to face with the child ideally with others near by.
2. Shouting at a child in class not only creates a negative atmosphere within the room, but also gives the child who has misbehaved, public attention and in some cases increased respect amongst his/her peers.
3. Teachers are strongly encouraged to 'use their temper' in a professional way and never to punish a child when angry, to always remember that the pupil's behaviour is in need of modification not the child.
4. Placing the incident on the electronic Behaviour Records. (SIMS Attendance – Behaviour) also reinforces the consequence and serves as not only as a record but if done in front of any victim a realisation that the school take the incident seriously. The record is also valuable for multi lower level incident that prove a pattern of behaviour.

Teachers are required to fully explain the following steps and to follow them closely when seeking to modify unacceptable behaviour:

### Unsuccessful Behaviour

- |                |   |
|----------------|---|
| <b>Step 1</b>  | <b>Non-verbal</b>   |
| <b>Step 2</b>  | <b>Warning..."You are choosing..."</b>                    |
| <b>Step 3</b>  | <b>Time out</b>   |
| <b>Step 4</b>  | <b>Incident placed on the electronic behaviour record</b> |
| <b>Step 5</b>  | <b>Loss of agreed privilege e.g. playtime</b>             |
| <b>Step 6</b>  | <b>Sent to Mr. Rein</b>                                   |
| <b>Step 7</b>  | <b>Internal Behaviour record</b>                          |
| <b>Step 8</b>  | <b>Parent Informed</b>                                    |
| <b>Step 9</b>  | <b>Sent to Mrs Huckle</b>                                 |
| <b>Step 10</b> | <b>Parental Involvement</b>                               |

These standard forms of behaviour management must be applied consistently and fairly. In this way, a teacher knows which form of punishment to use and is not making snap decisions in the heat of the moment. In addition, teachers must ensure that the child does not enjoy the punishment, for example some children enjoy staying in class at break time.

If a teacher is having difficulty with a particular child, that child may be sent to the Deputy Headteacher. He will consider each case and where appropriate, for example with persistent misbehaviour, refer the child to the Headteacher. This can be effective in that it gives the teacher a break from the child and for some children the process of having to explain their misbehaviour to the Deputy or Headteacher can be daunting and unpleasant; however, this form of punishment should be used sparingly as:

1. It showers the child with attention.
2. The Deputy or Headteacher was not present when the undesirable behaviour occurred and does not have the facts of the case.
3. For some children a chance to spend time away from working will be seen as desirable.
4. The children should see it as an ultimate punishment and not as a matter of routine.

**In dealing with particularly bad behaviour the Headteacher has a number of options:**

1. Remonstrate the child concerned, ask for an explanation of the behaviour; draw attention to school rules relating to the misdemeanour, punish the child by withdrawal of privileges e.g. playtime, after school clubs or by requesting that a letter of apology is written.
2. When a child is sent to the Headteacher his/her name is recorded in a behavioural diary. If the child's name occurs 3 times within a term, or if the incident is serious, the Headteacher will ask to see the parents to discuss with them and the child what is to be done about the misbehaviour e.g. the child may be placed on the school's Behaviour Record.
3. The Headteacher can, in the absence of any improvement in behaviour (following 1 and 2 above), refer the child for specialist help e.g. Educational Psychologist, if the parents agree. If full 'statementing' is thought necessary, the psychologist, Headteacher and parents opinions' will be sought first.
4. Where misbehaviour is particularly severe and/or dangerous, the Headteacher in conjunction with the Governors may use temporary exclusion, or even permanent exclusion from the school as the ultimate sanction.

**Rules**

If a school requires children to behave in a certain way, it is important that the school lets the children know what behaviour it considered desirable and what it considers undesirable, together with the reasons for the differentiation. This is usually done through rules. Rules give children a frame of reference, and they help children to remember how to behave.

In devising rules there are the following points are to be considered:

1. They must be specific. The situation and the behaviour should be clearly defined.
2. They should be objective. Both the teacher and the children should be able to spot whether the rule has been obeyed.
3. Teacher should be positive in their phrasing, i.e. "Don't run" is negative, and "Try to walk" is positive and outlines the desirable behaviour.
4. Rules need to be practical. Is it possible for the children to follow the rule? The use of the word "try" makes the rule more attainable.

An example of a rule, which fulfils all four criteria, is:

"In this classroom we always try to listen when somebody is talking".

The school rules are displayed around the school and should be referred to when rewarding desirable behaviour.

## School Rules

### Rules for Success

We will achieve our best when we:

- 1 Listen to the person who is speaking.
- 2 Keep hands, feet and unkind words to ourselves.
- 3 Remember to say please and thank you.
- 4 Put up our hand when we ask or answer a question.
- 5 Walk quietly in our classroom and around the school.

In addition to the school rules, teachers are encouraged to devise, if possible through discussion with the children, main rules for the classroom. Clearly, it is necessary to focus on the major areas and it is suggested to limit the number of rules to five or six. The rules should be written in large letters and displayed in the classroom. Teachers and children should refer regularly to the rules and rewards should be frequently given to children demonstrating the desirable behaviour promoted by the rules.

At St. Cadoc's Catholic Primary School, emphasis is put upon rewarding the children who follow the rules as opposed to punishing those who do not.

### g) Persistent and Severe Problems

Much of the school's policy on discipline has been based on a technique known as Behaviour Modification. In cases where the general approaches outlined in this policy appear to fail, an Individual Behaviour Modification intervention programme should be used.

The basic process of behaviour modification is:

1. Identifying the exact nature of the misbehaviour and expressing it in precise terms.
2. Collecting baseline data to determine the extent of the problem.
3. Planning an intervention programme consisting of the application of rewarding/ignoring/shaping/modelling and punishing strategies.
4. Implementation of an intervention programme.
5. Evaluate the effect of the intervention programme.

Any teacher needing to use an intervention programme should first discuss the problem with the Deputy and Headteacher.

## SECTION 2 - ANTI -BULLYING

### **1 Principles**

St. Cadoc's Catholic Primary School is fully committed to try to ensure that all of the children at the school feel happy, safe and secure. As a school, we have a commitment to ensure that all of our pupils are provided with every opportunity to develop academically, personally and socially to their full potential. An important contributor to such development is the creation and maintenance of an environment in which the physical, emotional and social well-being of pupils is of prime importance.

We encourage the children to recognise that if we say that we are in a Catholic School then we must work closely together to help everyone really try to live the way that Jesus taught Gospel where we exercise personal responsibility, and forgiveness.

There are times when we come together as a school when we remind the children that there are forms of behaviour which is never tolerated In P.S.E. and in assemblies the message of anti bullying is discussed.

Careful supervision at playtime and lunchtime is essential and staff should carefully monitor out of the way areas such as toilets.

Children who have bullied others may be restricted to a limited area within view of supervisors/teachers.

Children who have been bullied may wish to remain close to adults for support and reassurance until their confidence has been restored.

### **2The Whole School Policy**

St. Cadoc's Catholic Primary School recognises that many staff other than teaching staff play an essential role in maintaining discipline throughout the school.

As this anti-bullying policy is a whole school policy all who work in the school are given a copy of it and where appropriate, training in its application. Training for the schools' midday supervisors has been given and will be reinforced when necessary.

### **3 Aims**

The aims of St. Cadoc's Catholic Primary School

- to reduce and eradicate wherever possible instances in which pupils are bullied in any form
- to establish appropriate means of providing after care should an incident of bullying occur
- to ensure that all pupils and staff are aware of this policy and fulfil their obligations to it
- to meet any legal obligations which rest with the school.

## 4 Bullying

*Bullying happens when a person or persons subject victims to repeated aggressive acts over a period of time.*

Bullying in any form, is viewed as a serious threat to the achievement of our aims and therefore, must be actively discouraged and challenged by all staff. Children are positively encouraged to tell adults and or other children if they are ever intimidated or bullied.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this the bully has to have some sort of power over the child, and this power is not always recognisable by the staff of the school.

Bullying may take different forms including:

**Verbal** – which may involve name calling, the use of written notes, and threats of physical violence;

**Physical** -which, in addition to assault, may involve deliberate jostling, bumping, pushing or shoving and the taking or damage to property belonging to another child;

**Manipulative**- which may involve manipulating social friendship groups with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships and the spreading of rumours or ‘tales’.

Bullying is more complex behaviourally than a fight or foul language. Bullying in the form of emotional or psychological aggression is less visible to staff in the school, but very painful to the victim. Any behaviour, which is the illegitimate use of power in order to hurt others, is bullying behaviour.

## 5 Indicators of bullying

Children may:

- be unwilling to come to school, whereas before there has been no similar problem;
- be unwilling to leave parents in the morning;
- be frightened of walking to and from school;
- complain of frequent minor illnesses in school or at home;
- look for reasons to stay in at playtime;
- begin to show a deterioration in school work;
- become withdrawn, start stammering;
- be tearful but unwilling to give reasons;
- become uncommunicative;
- become distressed, stop eating;
- cry themselves to sleep;
- have nightmares;
- have unexplained bruises, scratches, cuts;
- have their possessions go missing
- give improbable excuses to explain any of the above.

Any or all the above indicators may be as a result of causes other than bullying, but they should alert staff and parents to the possibility that bullying has occurred and that there is the need for further investigation

## **6 Preventing bullying**

Children must be constantly assured that our school community will never tolerate the bully for the sake of everyone in the school including the bully him/herself.

St. Cadoc's Catholic Primary School recognises that bullying can be a problem and often begins with 'teasing'. We aim to reduce this by:

1. Clearly stating that any form of bullying will not be tolerated; that if a child is not enjoying an experience or 'game' or the name they have been called, then if it continues then it is bullying.
2. Creating a caring environment, where concern for the individual is emphasised and children know their problems will be listened to and dealt with.
3. By encouraging the children to talk about bullying. It is recommended that this be done at least twice a term in each class and through a number of methods e.g. Discussion, role-play, creative writing and circle time. Through such activities in a peer group, disapproval of bullying is established.
4. Ensuring that teachers, parents, Governors and all staff are aware of the school policy on bullying.
5. By frequently reminding the children that they can tell any member of staff about bullying and ensuring that the children's complaints will be taken seriously.

All staff involved with children must understand that:

- Bullying occurs much more frequently than teachers think
- Very young children are capable of bullying
- Most bullying is secretive
- Most bullying occurs in the playground
- Bullying also takes place in classrooms, corridors and toilets
- All reports of bullying must be taken seriously.

Some children experience aggression at home, and in such cases the children must be clearly and firmly taught that such behaviour is never tolerated in our school no matter what the reason. We try to encourage the children to realise that we are all responsible for ensuring that we never allow vulnerable members of our school community to be bullied

## **7 Responses to Bullying**

If bullying is observed it is vital that the adult takes action, as inaction will appear to the victim that it is endorsed and to the aggressor that we tolerate the behaviour.

Victims and onlookers should inform an adult immediately. It should be made clear to the children that if they do nothing then they are accepting the bullying.

When bullying has been observed or reported the following steps are to be taken.

## **8 Investigation of an Incident of Bullying**

How and when the complaint will be investigated

- Bullies will be interviewed separately and together.
- Victims and witnesses will be interviewed.
- All parties will be aware of the effects of bullying and the school's policy.
- In the event of a complaint being upheld the bully/bullies will be told to stop in the presence of their parents.

Parents of both bullies and victims will be informed verbally or in writing of the outcomes of the investigations and of any immediate sanctions or threatened sanctions, should there be a recurrence.

Victims will be given a guarantee that any repercussions will lead to the immediate imposition of the agreed sanctions.

Sanctions will be used if these steps fail to stop the bullying. These will range from missing part of a playtime, to missing an entire playtime or, if persistent, a series of playtimes.

With use of Circle Time and our Behaviour Management Policy these sanctions will rarely, if ever, be needed. Those children who suggest non-violent ways of dealing with bullies should be supported and encouraged.

A period of monitoring of both the victim and bully will follow.

If appropriate, the parents of the victim and the bully may be informed. Much will depend on the success of the measures outlined above and on whether the bully has had a previous history of bullying.

## **9 Role of the 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 school monitors incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. 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 the school anti-bullying strategies.

## **10 Role of the Headteacher – Mrs. L. Huckle**

It is the responsibility of the Headteacher to implement the school's 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 each term on matters of discipline and behaviour.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this 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 how it contrasts to the life that Jesus told us how to live.

## **11 Role of the Safeguarding Team - Mrs. Huckle, Miss Aldridge, Miss Wood and Mr. Murphy**

Miss Aldridge, Miss Wood and Mr. Murphy maintain an active role in supporting children and staff in the management of behaviour at school.

They keep Mrs. Huckle (Headteacher) with the other members of the senior informed regarding the day to day behaviour management issues of children.

The team ensures that children who are a cause of concern receive agreed consequences, e.g. restrictions at playtime, spending time away from their classrooms.

## **12 Role of Teachers and Support Staff**

Staff 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. If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the class teacher informs the child's parents.

If teachers become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of bullying, and punishment for the child who has been carrying out the bullying. Time is spent 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. If a child is repeatedly involved in bullying other children, then Mr. Murphy (Wellbeing Manager) and Headteacher and parents might agree to contact external support agencies, such as Behaviour Support Services.

Staff regularly review how to deal with incidents of bullying and behaviour management.

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.

All staff are encouraged to reflect upon their use of all strategies, to discuss problems of discipline with colleagues and to reject the notion of a teacher as a form of 'Dalek' continually on the lookout for misbehaviour in order to 'exterminate' it.

## **13 Role of Parents/Guardians**

Parents and Guardians of St. Cadoc's School are made aware that as a school we recognise that incidents of bully occur in life and in school, they are reassured that we NEVER ignore an incident of bullying. All incidents are investigated and the conclusions relayed to both parties, the victim's and the bully's parents.

We would ask all parents, as they recognise any changes in their child, to speak to us at the first sign of any difficulties

Parents and guardians who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers 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

#### 14 Conclusion

**The voice of the child is to be listened to and therefore it is vital that from the time the children start at the school all the staff get to know the children.**

St. Cadoc's Catholic Primary School aims to provide a friendly, caring and stimulating environment in which each child can reach his or her own potential and feel happy and secure. We do not want any child to feel frightened, vulnerable or intimidated by other children. In creating a positive climate that places greater emphasis on rewards and praise than on punishment and overt control.

We promote the principles of fairness and justice for all, ensuring that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning: this includes promoting positive approaches to difference and fostering respect for people of all backgrounds

#### Monitoring and Evaluation

- Document placed on teachershare
- Document adapted for midday supervisors
- Document part of Induction Pack
- Annually by staff
- Governing body informed by Headteacher

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Chair of Governor's signature and date	

## Appendix 1

### Extract from 'Child Protection' Policy



#### CODE OF CONDUCT

*In St Cadoc's, the Governing Body wish for all staff and volunteers to follow the "Code of Conduct" as agreed by the Archdiocese of Cardiff when working with children.*

- *Ensure that you treat all children with respect and provide an example of good conduct that you wish others to follow*
- *Respect a young person's right to personal privacy*
- *Create an environment where children are able to properly express opinions and concerns. Children should feel able to approach the Headteacher (as named Child Protection co-ordinator) or any teacher to express any concern they may have.*
- *Remember that actions can be misinterpreted, no matter how well intentioned. Do not have any inappropriate physical contact with a child.*
- *Any physical contact should only take place in public.*
- *Physical contact should always reflect the child's needs, not the adult's.*
- *Physical contact should be age-appropriate, and initiated by the child not the adult.*
- *Avoid any physical contact that is, or may be thought to be, sexually stimulating to the adult or the child.*
- *In a group, staff members should monitor one another in the area of physical contact. They should feel able to help each other by pointing out anything that could be misunderstood.*
- *Children have the right to decide how much physical contact they have with others (except in exceptional circumstances when they need urgent medical attention).*
- *A "needy" child may seek physical contact inappropriately; the adult must deal appropriately with inappropriately sought physical contact and refer without delay to his/her immediate manager.*
- *Never make suggestive or derogatory remarks or gestures in front of children.*
- *Always challenge unacceptable behaviour in other adults and report all suspicions/allegations of abuse to the proper authorities.*
- *Do not jump to conclusions about others without checking the facts. Any ongoing investigation into possible abuse is strictly confidential and should not be discussed with anyone other than the investigating team.*
- *Ensure that child abuse issues are neither exaggerated nor trivialized.*
- *Treat all children equally. Do not discriminate against or show preference to any child.*
- *Always adhere to school policy guidelines, employ best practice and seek advice if you have any doubts.*