

Bunscoil Ghaelgagh Behaviour Policy **including guidelines for anti-bullying measures**

Policy Aims

This policy has been written to

1. provide a clear and fair statement of expectations
2. provide staff with helpful realistic guidelines for promoting positive behaviour
3. provide staff with guidance for dealing with behavioural problems consistently
to comply with our legal duty to have an anti-bullying policy (Education Act 2001)
to inform staff and parents of how we intend to respond promptly to issues of bullying

Guidelines

Bunscoil seek to develop good behaviour in a positive way. We firmly believe that children can and should be encouraged to begin to take responsibility for themselves and their actions from an early age. By providing a firm, but friendly and supportive atmosphere, and bearing in mind the different stages of a child's development within the school, we help children to grow up into caring and responsible individuals who will be happy, confident, sociable and keen to learn. The following aims, values, rules and guidance to staff, reflect this.

Our aims

- To value, respect and appreciate each other
- To share and work together with others
- To support each other and show consideration towards others
- To promote good relationships
- To provide a safe and secure environment
- To promote responsible and increasingly independent members of our school community
- To talk to and listen to others

To care for our environment
To be aware of right and wrong and to recognise inappropriate behaviour
To integrate our behaviour policy into all aspects of our curriculum

Our Values

Telling the truth
Keeping promises
Respecting the rights and properties of others
Acting considerately to others
Helping those in trouble
Accepting responsibility for our actions
Making amends for inappropriate actions
Self-discipline

Our Rules

Tell the Truth
Treat others with respect and kindness
Respect other people's property
Do not do anything that could hurt another child physically or upset them

We provide opportunities for the children to discuss behaviour issues through regular informal and structured sessions to discuss issues, rules, ways to resolve conflict, and develop a culture of mutual support eg. through RE, PHSE, storytime, Circle time, assemblies and news.

We encourage children to show appropriate behaviour by demonstrating good practice as staff, namely;

being welcoming
being on time
being positive
being prepared
being calm

being fair
listening

We encourage a pleasant environment by:

avoiding shouting
smiling and laughing frequently
promoting positive behaviour by praise and encouragement
dealing with minor disruptive behaviours in a low key way and immediately
dealing with major disruptive behaviours calmly, seeking help if necessary
planning interesting and varied activities throughout the day
providing things to do and play with at play times both outdoor and inside
 during wet playtimes
having a balance between child and adult led activities

We promote an orderly environment by:

establishing predictable routines eg register/tidying up time
setting up a variety of learning areas in the classroom
keep the children in view regularly
encourage the children to take responsibility for their behaviour by giving
 them opportunities to earn that trust
supporting children with personality clashes to work with each other and
 only separate if needed
curtailing or modifying planned activities if necessary
speaking to children in a lively and varied manner
using helpful body language/gestures to reinforce language
giving instructions audibly and clearly and repeating if necessary
explaining rules and expectations formally and informally
talking to parents about what is expected
logging and monitoring incidents
reviewing the success or otherwise of the lesson and modify accordingly
seeking help when necessary

We show positive responses to good behaviour by:

praise
rewards

public acknowledgement
golden time
informing parents
house points (obbyr feer vie)
rollage y chiaghtin
merit systems
sharing assemblies
Record of Achievement
Positive Self Discipline Chart (trialing in Brastyl 4 from Spring Term 2010)

Reinforcing the positive behaviour is an important way of promoting good behaviour. We discourage children from inappropriate behaviour and encourage them towards positive behaviour by:

gentle reminders
distraction
removal of child from source of trouble
removal of child from classroom
moving a child closer to the teacher
set a child to sit on their own
sending a child to see the head teacher
providing a stimulating environment
praising/rewarding those who behave well
seeking child's help
short verbal rebuke
writing letter of apology
ensuring work set and class environment promotes good behaviour
removal of privilege
staying in at playtime
disallowing a child from going on an excursion
expectations that the children will do their best otherwise they may be asked to redo a task

NB The appropriateness of the above responses depends on the teacher's knowledge of the individual child and that child's age and stage of development.

In cases of more serious incidents we follow the procedures below

1. Hitting and biting among younger children

Young children often squabble among themselves and sometimes this can result in a hit or a bite on the spur of the moment. It is not usually intentional. In this case we would try to encourage the biter to put him/herself in the position of the child he/she has hurt, talk about the incident with him/her and help him/her to find a way to put things right with the other child. Parents of course will need to be fully informed if their child has been hurt in this way. Staff will record such incidents in the 'lioar taghyrtyn olk', and explain to both sets of parents how it was resolved.

The teacher's response to the biter should be on the lines of, "I like you, but I don't like what you have done. If you feel angry you couldetc." (give alternative). Sometimes some children may need to be removed from a favourite activity to convey the message that this is unacceptable behaviour.

To the victim the adult must be sympathetic and listen to their protests patiently, before explaining the measures put in place to prevent this from happening again.

Persistent, Disruptive, Hurtful or Dangerous Behaviour

Sometimes children persist in a behaviour that is either dangerous and/or hurtful to others (this is unacceptable as the safety of the children is paramount), or their behaviour becomes a significant nuisance in that it prevents other members in the class from carrying out their activities. Such behaviour should be reported to the head teacher. Unacceptable behaviours could include; persistent calling out, throwing things, hurting others by pinching, hitting, kicking etc. If in cases where firm reminders about how to behave come to nothing then the teacher's response may be;

removal of shouting/throwing child to a different area or activity (may need another adult to help)

after removal, 1-1 dialogue to discuss the consequences of misbehaviour and giving the child a chance to modify his/her behaviour to avoid missing out.

If he/she still persists (usually in the case of young children) then remove

from the activity to show you mean what you say.
If a child's behaviour is such that it endangers others then they should be stopped from doing the activity or removed from the situation. This could include being sent back home or to school during a school visit.

The general principal in dealing with such incidents is, do what you say you will do but don't make a big deal of it. Make sure any other adult throughout the school are united in dealing with these incidents in the same way.

3. Dealing with incidents of Bullying

If a child threatens, hurts or bullies another child, then the class teacher records the incident in the class book with the full knowledge of the child and the child is punished (see page 3). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. In more serious cases, the head teacher is informed and a record of the incident will be kept on file. Both sets of parents will be informed in these serious cases and kept informed as to the progress in dealing with the incident. Also, if we feel an incident, although it may not be as serious, warrants informing the parents, then we will endeavour to do this either by phone or after school and keep the victim's family informed of how the incident has been dealt with either in person or by phone.

Bullying can include physically hurting, calling people names on a regular basis, threatening another repeatedly in such a way as to upset a child and cause them worry and to be unhappy which may include emotional, physical, racist, verbal and cyber bullying.

We will endeavour to ensure the children are aware of the difference between one off assaults and deliberate acts of bullying through discussions,

assemblies and Circle Time etc. We will also discuss bullying, how the school doesn't tolerate it and how we can deal with it to stop it happening.

The school does not tolerate bullying. If we discover or are informed that an act of bullying or intimidation has taken place we will take action to stop re-occurrence. While it is difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Sometimes we are informed of incidents of bullying by parents in which case we act immediately to try to resolve the situation and keep all parties informed and updated.

4. Exclusion

It is very rare that a primary aged child is ever excluded from school. We do not wish to exclude any child from school but sometimes this may be necessary.

A child can be excluded for up to one or more fixed periods, for up to 45 days in any school year. In extreme and exceptional circumstances a child may be permanently excluded or to convert a fixed term exclusion into a permanent one, if the circumstances warrant this.

Suspension of a pupil needs approval from the Chair of Governors. If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can appeal. (Suspension of Pupils 2007)

5. Involving Parents in Helping their Child to Behave Appropriately

Parents should be informed if their child is regularly misbehaving; often they may be having similar problems at home. Parents may already have some effective strategies to deal with this or they may welcome suggestions from school. In any case if school and home work together to improve a

child's behaviour, then we have more chance of success. Parents also need to be informed when a child is behaving well, or has shown improvement. A home/school record may be useful for some children where behaviours, both good and bad are recorded.

Sometimes making a contract with the child can be effective especially if the whole class becomes involved. The child who is trying to moderate his/her behaviour can gain points, stickers, stamps etc on a chart and when an agreed number is reached the whole class benefit in a prearranged treat such as visit to the Arboretum, a chocolate cake to share or perhaps extra Golden Time. This encourages the child's peers to help him/her to remember how to behave and they learn to co-operate with each other. This can also be done at home with the family benefiting from an outing together for example as a reward for good behaviour. We need to be consistent in our approach and reward good behaviour.

Another way of dealing with children who cannot cope with the full classroom set up is to arrange for the parent to phone or call in at a certain time to check on the child's behaviour. The pattern is repeated over a series of days so the child knows he/she is being monitored at several levels and there will be consequences for compliance at home as well.

Parents can support their child's learning which sends the message that work is important. You will be informed if there are significant concerns regarding your child and we will seek to build up a supportive dialogue between home and school to improve the situation. Collaboration between home and school is more likely to result in success.

Parents can help the school by supporting reasonable actions of the school to moderate their child's behaviour. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If still not content, then the Department can be contacted.

6 The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are reinforced 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 enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with the incident his/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher and other colleagues.

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 LEA's behaviour support service

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7 The role of the head teacher

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher will ensure parents and Governors are informed about our

behaviour policy.

The head teacher will ensure that the children are aware of how we tackle bullying and help victims of bullying by means of assemblies, circle time etc.

The head teacher will review this policy with staff annually and seek the views of the children by means of PHSE lessons, assemblies, school council meetings and circle time to help inform appropriate changes.

The head teacher keeps records of all reported serious incidents.

The head teacher 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 head teacher may permanently exclude a child with the support of the Chair of Governors.

8 The role of the School Governors

The School Governors approve the policy and support the school in implementing it.

9 Victims of bullying

Through discussions in assemblies and circle time etc., we hope to help victims of bullying so that they will feel confident enough to bring their problem to a teacher or other member of staff and that they will receive help to confront the bully and continued support to overcome the problem. We hope to foster an environment where children can help each other out so that they don't feel alone. We would like the school council to play a pivotal role in bringing issues forward and in helping to address them.

Language issues and Behaviour

As the Bunscoil Ghaelgagh is a Manx speaking establishment there are particular problems and issues that arise in relation to guiding children's behaviour through a language that may initially be unfamiliar to them. Where children need to talk about their feelings, discuss problems, or sort out fairly serious behaviour issues with each other/staff, they should be encouraged to express themselves in whatever way they are able. This might necessitate the staff also using English on occasion, however, many of the adult promptings encouragements and praise for appropriate handling of the problem, could easily be done in Manx.

Responsibilities

The Teachers

Ensure that the policy is familiar to, and applied by, all staff in dealing with children

The Head Teacher

Ensures that the policy is in place and that it is being carried out effectively and is reviewed annually

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Ensures that the policy is in place and that it is being carried out effectively

Conclusion

At Bunscoil Ghaelgagh, we aim to ensure a clear behaviour policy informs all aspects of school life.

Signed

Date

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. and will keep parents and Governors informed of updates.

The school keeps records of concerning incidents of misbehaviour. The class

teacher records minor incidents. We also keep a record book of the concerning incidents which occur at lunch times.

This policy is to be reviewed November 2010