



Behaviour and Anti-Bullying Parent Workshop Wednesday 16th November 2022

We held two parent workshops – one online and one face-to-face.
The slides from the workshops are published on our website and supplement the information below.

Anti-bullying

We shared the following information:

- We wanted to find out more about why some parents responding to our spring questionnaire didn't feel we responded effectively to bullying so we conducted a further survey of parents who had reported a bullying concern
- This highlighted that parents who did report bullying had felt we had responded well and that things had improved for their children
- It also gave us useful feedback to improve – and we implemented changes straight away
- Communication is key!

We talked about what parents could do if they have concerns about bullying.

Bullying concern forms available at: <https://www.oakwood.herts.sch.uk/information-for-parents/>

We also shared information about our Jigsaw PSHE programme and our new **Protective Behaviours** Programme which is being implemented as a whole school approach. You could ask your children about it!

More information about Jigsaw PSHE can be found on our website here:

<https://www.oakwood.herts.sch.uk/jigsaw-pshe-and-rse/>

More information about Protective Behaviours can be found here:

<https://www.protectivebehaviours.org/what-does-protective-behaviours-mean>

Behaviour

We shared the most recent evidence about what effective school behaviour systems look like.

We talked about what the behaviour ethos is like at Oakwood and shared staff and pupil quotes.

Parents at the workshops said our ethos is:

- warm and friendly
- important to be kind
- respect and care for property

Children talk about golden rules at home.

Our behaviour policy shows that our ethos is in line with the most recent evidence and guidance.

There is always room for improvement!

We talked about some of the updates we want to make to ensure our approach to behaviour is even better! We recognise the impact that COVID-19 has had on pupils' social and emotional development.

We talked about what parents could do to support positive behaviour in school.

Consistency and working together is important. It is important to know that there can be different perceptions of the same situation, and not always a 'right' and 'wrong' one.

The workshops included opportunities for parents to have discussions and ask questions. Some of these are included below, along with our responses:

Do children have people they can talk to at school if they have concerns about behaviour or bullying?

Could there be an option to do this anonymously? Some children don't want to be seen to be "telling" on their friends. Do children know which staff they can go to?

One of the core themes of Protective Behaviours is "we can talk about anything, even if it feels awful or small." Children will learn about the importance of safety networks; people they can talk to if they are worried about anything.

Are children taught to know what is bullying? How to use the language of safety?

Parents then had conversations about what constitutes bullying and what is "falling out" or unkind behaviour. We read the definition, which is included in our anti-bullying policy. One parent felt that a single act of physical violence would be bullying as it would be traumatic for the child. Another parent felt that the term bullying is overused can make resolving day-to-day conflict more difficult.

Our Protective Behaviours approach teaches children about their rights and responsibilities and this includes the right to feel safe and the right not to be hit, hurt or bullied. Our Jigsaw PSHE lessons teach children about relationships and kind and unkind behaviour. There is additional pastoral support for identified children.

Does the 'positive not punitive' approach mean that poor behaviour has no consequences?

We have high expectations at Oakwood, and this includes high expectations of behaviour. We seek to understand what is leading to challenging behaviour, but this does not mean we accept the behaviour. By understanding behaviour, we can put in support to promote positive behaviour. There are consequences for behaviour that does not meet our expectations.

What's the rationale for time out?

Time out may be used to protect other children from harm. For example, a child who has been hit by another child needs to know they can feel safe. Giving time-out ensures that other children can be safe while a child has time to calm down.

How can Oakwood ensure that rewards such as the Golden Pencil are given out fairly, and that children who consistently behave well are not overlooked?

We are planning to update our Behaviour Policy to include clear and consistent guidelines for using praise and rewards.

Parent comments about behaviour at Oakwood:

Generally, parents felt that behaviour at Oakwood is good but recognised, like all schools, there are incidents at times. There was the view that the parent Whatsapp groups can be unhelpful in sharing behaviour incidents as this could lead to misinformation. Some parents had specific concerns to discuss.

Feedback from the workshops:

So far, we have received the following feedback from our workshops:

- Helpful information on what to do if our child encounters bullying
- If I have a bullying concern I know how to report it
- The breakout rooms for the online session were useful
- Reassuring to delve deeper into the parent questionnaire
- Helpful that school is engaging with parents
- Really helpful to know about the PSHE and Protective Behaviours – our child has been talking about these at home
- Well covered and useful