

St. Patrick's RC Primary School



BEHAVIOUR, DISCIPLINE & ANTI-BULLYING POLICY 2025/2026

In faith we grow, with hope for the future and love for one another
Tyfwn mewn ffydd â gobaith ar gyfer y dyfodol a chariad tuag at ein gilydd

DOCUMENT HISTORY

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Mission Statement

*In faith we grow, with hope for the future and love for one another
Tyfwn mewn ffydd â gobaith ar gyfer y dyfodol a chariad tuag at ein gilydd*

Everything that we do at St Patrick's is underpinned by our shared values.

'We believe that we are an extraordinary school because of our caring, family atmosphere.'

'We strive to ensure that we know every child in our school very well.'

*'Because each pupil is known so well, we are able to cater for their needs specifically,
whatever they may be.'*

*'We know that children learn in different ways and we are always seeking to improve
what we provide for them.'*

'We value family life and work closely with families in order to maximize the success of pupils.'

*'We show our love for one another by having good manners, being polite, behaving well,
respecting each other, welcoming visitors and nurturing friendships.'*

Shared Values

Introduction

It is our belief at St. Patrick's that discipline and good behaviour are the essential elements needed for learning, security, happiness and self-growth. It is acknowledged that society expects good behaviour as an important outcome of the educational process, but the development of characteristics such as obedience, self-respect, respect for others and good manners begin at an early age. It is vital, therefore, that from the day a child starts in St. Patrick's, there are clear guidelines with regard to desirable and unacceptable behaviour. Parental support is essential if this growth of acceptable, responsible behaviour in their children is to be achieved.

Our policy follows the clear moral guidelines set out by the Church..."to love God with your whole heart and with your whole soul and to love your neighbour as yourself." It also supports our mission statement,

In faith we grow, with hope for the future and love for one another

Our policy is necessary to ensure the rights of the pupils in our school to learn, and the rights of the teachers to discharge their responsibilities in an orderly, secure environment. This is in keeping with the Human Rights Act 2000, which refers to: -

Inappropriate behaviour is any behaviour which interferes with these rights.

Furthermore, our policy is necessary to ensure the safety of all school personnel (staff and pupils) and to preserve order throughout the school.

Aims

The aim of our School Behaviour and Discipline Policy is to set out the behaviour that is acceptable and desirable to all parties and to provide a process for dealing with inappropriate behaviour both in the classroom and the playground in a consistent manner.

Through example and teaching, we aim to ensure that, -

- Our School functions as an orderly, safe and loving community.
- An environment is created which encourages and reinforces good behaviour.
- Pupils understand what is expected of them (i.e. acceptable standards of behaviour as defined in the school rules). There is consistency of response to both positive and negative behaviour.
- Pupils develop self-esteem, self-confidence, self-discipline and positive relationships.
- Pupils take responsibility for their own actions, appropriate to their age and maturity.
- Pupils are considerate and courteous to one another, to teaching and non-teaching staff, to adult helpers and to visitors to the School.
- Pupils relate well to each other and to adults.
- Both home and school are involved in the implementation of this policy.

General Objectives

- To make pupils aware of what constitutes appropriate behaviour.
- To make pupils aware of what constitutes inappropriate behaviour and the resulting consequences of such behaviour.
- To make parents and staff (new and visiting) aware of what constitutes appropriate and inappropriate behaviour in the classroom and in the playground.
- To provide a framework within which teachers may apply disciplinary measures.
- To provide a systematic means of dealing with unacceptable behaviour.
- To provide a means of recording inappropriate behaviour.

General School Rules

Our general school rules are enforced for the safety and well-being of all the members of our school community. They are displayed in all classes, in the Hall and around the School, and are instilled by every member of staff, teaching and non-teaching, and insisted upon until such rules become instinctive behaviour by every child. We believe that this can only be achieved if every member of staff shares in this responsibility.

There may be additional rules that are specific to areas of the curriculum, particular classrooms or school life. As a staff we have agreed the school rules but teachers may add others as agreed with their class but the list should be kept to a necessary minimum.

The school rules are highlighted regularly through the school year and each week teachers award a certificate to a child who has achieved the highest number of Dojo points the previous week. Weekly certificates are also awarded to those pupils who have demonstrated the virtues of the Jesuit Pupil Profile e.g. loving and compassionate.

To ensure that the School environment is calm, orderly and safe, it is vital that various procedures are in place.

- When it is time for the children to line up on the playground, teachers and staff will raise a hand and wait until all of the children have stopped and have raised their hands too. The children will then walk to their lines on a teacher's command.
- Children should line up in a single-file quiet line before leaving the playground. This ensures that they are calming down as they walk to their classrooms.
- When two classes are entering or leaving the premises, then wherever possible, one member of staff should lead the classes and one should be at the rear i.e. at the end of the day, after playtime etc.
- Staff should ensure that their class walks around the building in an orderly, quiet manner at all times.
- When bringing their class into assembly, teachers must make sure the children enter SILENTLY and in an orderly line.
- Pupils should be placed strategically in line and sat so as to avoid certain pupils coming into contact with each other.
- Any pupils being disruptive should be moved away from each other immediately.

Prefect duties

Each half term, a number of Year 5 and 6 pupils are made prefects. Their duties include: -

- Locking the gates each morning and opening them each afternoon.
- Monitoring the stairs when the children leave the Hall following collective worship and assembly.
- At the end of morning play and lunchtimes, monitoring both flights of stairs. They ensure that the children walk quietly and keep to the left on the stairs. Any child not doing so will be reported to the classteacher.

The Prefects are informed of their duties at the start of each half term.

PS3 children who have the permission of the teacher on duty to go to the toilet at breaktime will be accompanied by one of the prefects in the first instance or a Year 6 pupil where appropriate.

The Classroom

Discipline within the classroom comes from the building up of relationships. The teacher must assert his/her personality and expectations on the class. Teachers have to be:

- friendly
- firm
- trusting
- calm
- empathetic
- assertive
- good listeners
- fair

and have:

- rapport
- presence

At the start of each new school year, and at regular intervals, the teacher and the children read through the school rules, with the teacher explaining that the rules are for the good of all within the class and school. The rules are of a positive nature, emphasising positive actions and not negative. By having these rules, children know the boundaries.

Teachers try to use positive language as opposed to negative. Teachers, for example, will highlight good work being achieved by children instead of highlighting children who have not achieved as much as expected e.g. "Group A have worked well this morning" instead of "Group D have achieved nothing this morning".

Teachers also believe that children learn from their example and so they are careful about how they speak to other members of staff, parents and children, and also how they react to situations.

In addition, we believe the class teacher must play his/her part in the process by: -

- Giving clear directions, so that the children always approach their task with confidence.
- Ensuring that tasks are differentiated so that the children are not given work that is too easy or too hard.
- Making sure that there are sufficient resources needed for a task and that they are clearly labelled and well placed so as to avoid unnecessary movement and congestion.
- Marking/ correcting children's work or giving oral feedback.
- Displaying work carefully.
- Making their classroom a pleasant, cheerful, colourful working area that stimulates the children.
- Giving praise, encouragement and guidance to every child. (Very able children need praise and encouragement to sustain interest and maintain their hard work. Less able children may work harder than most to produce just a slight improvement and will need to be praised).
- Listening to children and showing an interest in their problems.
- Insisting on everyone's full attention during lessons and insisting on silence during specific tasks.
- Being fair in their judgement of situations and in all other areas e.g. selecting children to do Mass readings, awarding certificates etc.
- Keeping promises!
- Not punishing the whole class when it has been impossible to find the child responsible for wrongdoing. This is unfair and the children will lose respect and trust in their teacher.

Rewarding good work and behaviour

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. In turn this raises their self-esteem.

The commonest and most important reward is PRAISE - informal and formal, public and private, to individuals and groups.

To further promote and reinforce appropriate behaviour and good work, various other strategies are employed. The main system used throughout the school is Class Dojo, stars in the jar and marbles in the jar.

Teachers may use other personal reward systems in addition to those above, but for consistency (for PPA teachers, supply teachers and support staff) the main ones are CLASS DOJO, stars in the jar, marbles in the jar and stickers. In addition, individual pupils may have other incentives/strategies referenced on his/her positive behaviour plan.

At the end of each week, each teacher chooses a child to receive the good behaviour certificate for achieving the highest number of dojo points. Certificates are also awarded to pupils displaying the Jesuit pupil profile virtues that week plus a certificate for literacy/ numeracy, Top Table (healthy eating habits and manners) and Welsh.

If a teacher feels that a more immediate response to improvement in work or behaviour is required e.g. for ALN children or for major achievement, a child may be sent to the Headteacher for a "HEADTEACHER'S AWARD" sticker.

By keeping a record of certificates given, teachers strive to ensure that all children are recognised at some point and the same names are not repeated to the omission of others.

On entering the School the children are placed into one of four houses i.e. St. David, St. Illtud, St. Winefride or. St. Teilo, with children from the same family being placed into the same house. For occasions such as the St. David's Day Eisteddfod and Sports Day, all the children enter the various competitions and gain points for their house, thus encouraging team spirit and allowing children of all abilities to take part.

Pastoral Concerns

A teacher who has concerns about a specific child may enter their concerns onto 'My Concern', an online method of recording concerns. The concern may be in terms of any significant change in attitude to work, motivation, behaviour patterns, personal presentation, physical appearance, emotions, personality etc. plus any incidents of concerning behaviour e.g. hurting others, verbal abuse etc. The concerns are brought to the attention of the headteacher & deputy headteacher via an email sent by My Concern and action taken as necessary. The action may just be to talk to the child concerned or it may be to talk to the parents or an outside agency.

Classroom Management

The children are made aware of teacher expectations as to:

- how they leave/ enter the room
- how they collect/distribute resources
- what they do when they finish work

Teachers are also mindful of how they arrange furniture and organise groups in order to create a good learning environment, where pupils are on task. There is a working noise and pupils have a good rapport with their teacher, with successful lessons being well planned, to include differentiation and feedback from the teacher.

Teaching assistant support time is effectively deployed by staff, where they work with individuals/ groups as highlighted by the classteacher.

(For further details please refer to the school's Teaching and Learning Policy.)

Disruptive Children

We aim to operate positive discipline in St. Patrick's School. We believe that children quickly "turn off" if a teacher is constantly 'cross' about someone's behaviour.

We aim for no child ever to be allowed to interrupt the class and claim centre stage. Teachers try to avoid shouting as this disrupts the class further, but instead they set firm guidelines in order to try and channel the child's behaviour into lesson interest and better work. Teachers are mindful that quieter children will be affected by continual shouting, and when the offence has been forgotten, the memory of the shouting will remain with the class. Similarly, teachers try to deal with disruptive behaviour quickly and not let the incident detract from the lesson.

Teachers try to encourage the disruptive child to participate in class through praise and encouragement. It is hoped that the children will give of their best if they like their teacher and feel their teacher likes them. Small tasks requiring responsibility are used to encourage the difficult child to learn more self-discipline and control and to feel more involved and part of the class. Teachers try to observe the child and detect what is causing their problem. They are also watchful for triggers or “hot spot” times e.g. after lunch, and develop strategies to cope with such times. Teachers should also aim for an on-going dialogue with parents so they are fully aware of their child’s behaviour in school.

The ‘Language of Choice’ is used by staff so that pupils understand that if they CHOOSE to behave in a certain way then they are CHOOSING for the consequence to happen. It is not the fault of the member of staff – the outcome is down to them.

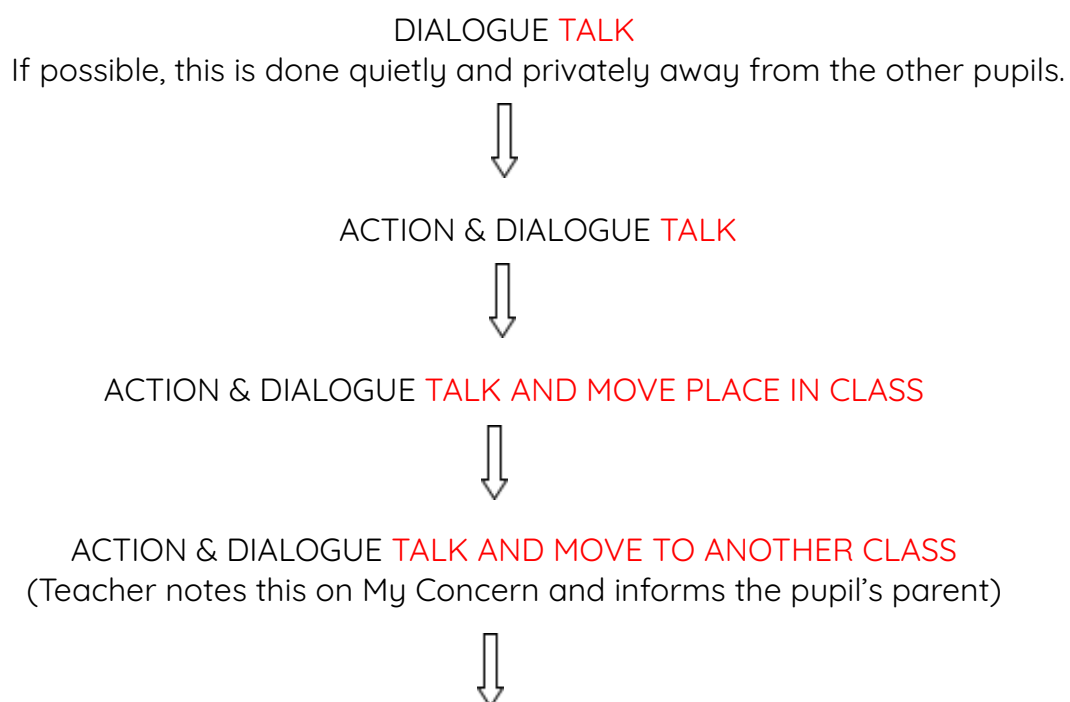
Procedures

Classroom Discipline Strategy

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions/consequences to register the disapproval of unacceptable behaviour in the classroom as ALL children have the right to learn.

In each class, the positive rules are discussed with the children and the rules are clearly visible in the classroom. When children do break the rules and behave badly, it is important that there are clear procedures in place to deal with them and that teachers are consistent in the use of these strategies and interventions. This is necessary so that all children feel that they are dealt with fairly.

If a child is behaving in an unacceptable way in the classroom, actions must be taken to encourage the child to behave in an appropriate way.



ACTION & DIALOGUE **TALK AND DIRECT TO INTERNAL EXCLUSION**
(Teacher notes this on My Concern and informs the pupil's parent)

If there are repeated internal exclusions, the headteacher considers with the ALNCo. whether an Individual Behaviour Plan and/or intervention is necessary and appropriate for the child. If so, this will be monitored in the usual way.

The child is informed of the action to be taken and of their targets.

In some instances the class teacher may wish to speak informally to the parent at an earlier stage in the process to inform them of their child's behaviour e.g. repeatedly having to move a child in the classroom.

In the case of severe classroom misbehaviour the child is sent to the Headteacher or Deputy Headteacher, and the parent is informed immediately, either by letter or telephone. They are asked to attend a meeting with the headteacher.

Such incidents may be: -

- Physical violence - attack on pupil or teacher.
- Blatant refusal to carry out instructions or arguing with a member of staff.
- Verbal abuse of teacher, pupil or other adult.
- Racial and homophobic abuse.
- Serious damage to school or another pupil's property.
- Stealing.
- Bullying - see further on in this policy.

At any point in this process, the Headteacher can decide to exclude a child for serious or repeated misbehaviour.

Playground Discipline Strategy at Progression Step 1, 2 & 3

During playtime and lunchtime, teachers or dinner supervisors are present at all times and they try to be as proactive as they can be in their approach. The same school rules apply in the playground as in the lessons and inside the school building.

Lunchtimes and playtimes

It is important that clear strategies are established at lunchtimes so that supervisors and children know how good behaviour and order are to be achieved. The Headteacher has regular meetings with the dinner supervisors to discuss any problems that are recurring or causing major difficulties. It is during these meetings that the headteacher reminds staff of the positive behaviour strategies.

- A verbal warning can be given to a child/children to stop or not do something e.g. playing too roughly, jumping in puddles, being behind the annexe etc. This may or may not involve some discussion.
- If this behaviour continues, despite the warning being given or for more serious behaviour e.g. pushing, hitting, kicking, swearing in play, name calling, then the member of staff should use WALK & TALK i.e. the pupil walks with the member of staff for 5 minutes while engaging in discussion about what has happened. The member of staff will tell the pupil's teacher at the end of the play/lunch time and it will be noted on the child's Action Record.
- For very concerning behaviour or for further poor behaviour following a previous WALK & TALK e.g.
 - Racist remarks
 - Homophobic language (intentional/directed)
 - Fighting
 - Swearing with intent to insult or hurt

the child/children will be sent straight inside to Mrs Jones or Mrs Perrett.. If neither are available, then the child may be asked to wait in the corridor/ hall or another member of staff (management team) may be needed to deal with the situation. Some/most of these incidents will lead to the child/children being given think sheets to complete before a restorative justice approach is used with all concerned and possibly the pupils placed on the Behaviour Programme.

If a midday supervisor cannot get to the bottom of an incident, they refer the incident to the teacher on duty

If a teacher who is on duty cannot get to the bottom of an incident that happens at playtime, he/she asks the children to go to his/her classroom at lunchtime for further investigation. This investigation may lead to a discussion/verbal warning or may lead to the child being sent to Mrs Jones or Mrs Perrett.

If a teacher notices that a child in their class has had several My Concern entries in a short period of time, then they will need to inform the child's parent and discuss the situation with the child and the parent. If the entries continue, then the teacher will make Mrs Perrett aware and she will speak to the child and the parent.

These procedures will also make IBP monitoring effective and will ensure good communication between those on duty and class teachers who are completing behaviour charts.

At any point in this process, the Headteacher can decide to exclude a child for serious or repeated misbehaviour.

Buddying & Fair Play Teams

The Year 5 and 6 children are given the opportunity to become part of the Buddying Team (Year 5) and the "Fair Play" team (Year 6) during their lunchtimes. This involves the Y5 children playing games with the Foundation Phase children and the Y6 children with the junior children, where they have the responsibility for the equipment and the day-to-day organisation of the groups.

Sanctions/consequences

When a child is placed on a Behaviour Programme for either misbehaviour in the playground or classroom, there will be a consequence. This is at the discretion of the headteacher/deputy headteacher and is dependent on the incident.

The main aim of the Behaviour Programme is to discuss what has happened with the pupil and the action/choices they made. This might be through the use of pause/button approaches, the exploring of feelings etc. The accompanying consequence or sanction might include: - withdrawal of a privilege e.g. playing in a football match, making a "sorry" card, writing a letter of apology, copying good words from a dictionary during their break time. The sanction is given as quickly after the misbehaviour as possible, i.e. that day or the day after, in order that the child relates the two incidents and is supervised by the deputy headteacher during a playtime or lunchtime.

Fixed-Term and Permanent Exclusion

The temporary or permanent exclusion of a child from our school is the ultimate punishment for very serious or repeated misbehaviour. Such a decision is only taken after everything else has failed.

The child would have been involved in serious/repeated incidents of concerning behaviour and the Headteacher will have discussed the child's behaviour with the parents. The headteacher and ALNCo. will have shared the line of action with the child and the parents and a behaviour plan formed following County guidelines. A child causing serious concern through misconduct, continual disruptive behaviour in the class or the bullying of other children may have been warned several times of the consequences of their actions.

Only when all lines of help and encouragement have failed and the child continues to cause: -

- harm to themselves
- harm to others
- constant problems in class

is the ultimate deterrent of exclusion used.

When this decision is made:

1. The parents are called in to take their child home.
2. The Headteacher discusses the length of the exclusion (temporary/fixed-term exclusion) with the parents.
3. Work is provided for the child by the classteacher.
4. The Headteacher will explain to the parents the reasons for the exclusion and if they think their child has been unfairly treated, they have to put this complaint in writing to the Governing Body (Admission/ Exclusions subcommittee).
5. The Headteacher will present a written report to the Governing Body and to the LEA (see Standard Framework Act Exclusion Forms in Headteacher's Office).
6. If a complaint is made to the Governors, an emergency meeting is held where it is dealt with fairly having read each party's version of events.
7. On the child's return, the school draws up a plan of action after consultation with the parents, headteacher and ALNCo, and explains this clearly to the child. The parents are made aware of the acceptable behaviour for their child in school and the consequences of any further misbehaviour.
8. The child's behaviour is monitored closely over a period of time and if there is no improvement evident, this could result in a permanent exclusion. This is a last resort and is only given when all strategies have been exhausted.

ADDITIONAL LEARNING NEEDS (ALN)

IDENTIFICATION / ASSESSMENT / PROVISION / EVALUATION

In order to identify and address individual needs, meet the requirements of the ALN Code of Practice for Wales and promote school effectiveness, we need to have efficient monitoring, recording and report systems.

Identification

We need to create a process of recording the early identification of pupils with emerging behavioural needs. There is a need to provide clear evidence of concerns and ensure that staff respond appropriately, and in a timely manner, to individual or whole school needs. The consistent use of these materials will help:

- monitor behaviour effectively and promote the early identification of children's needs.
- initiate, and contribute to, an early assessment of emerging children's needs.
- improve channels of communication within the school and strengthen the school's pastoral structure.
- monitor the effectiveness of school policy/provision in order to identify emerging needs which will inform whole school development.

Early identification will help the school make effective provision in meeting the child's needs. The earlier a child's needs are identified, assessed and addressed the less likely it is that:

- the behaviours will become entrenched and possibly create additional needs.
- the levels of provision will increase.

Emotional and behavioural difficulties are generally a symptom of more fundamental needs which have yet to be identified or successfully addressed. The underlying causes of a child's inappropriate behaviour could be related to:

- Health issues e.g. undiagnosed hearing problem
- Social issues e.g. peer group problems
- Emotional issues e.g. family bereavement, family problems
- Learning issues e.g. undiagnosed specific learning difficulty, language difficulties
- Child protection issues e.g. there is a suspicion of neglect/abuse

Any or all of these can result in a child's self-esteem being undermined.

School/classroom provision can also result in a child's behavioural difficulties increasing, especially where their needs are not being met. These areas could include:

- Classroom management issues e.g. a lack of consistently applied rules/routines
- Playground management issues e.g. a lack of activities
- Peer group issues e.g. bullying
- Curriculum issues e.g. a curriculum need is not being accounted for by appropriate differentiation.

Early Identification

- All behaviour concerns are recorded using My Concern and if a pattern emerges appropriate action can be taken.

The Next Step

- Behaviour Plan – Where a child's behaviour becomes an increasing concern a plan of action is established with the child and their parents/carers. This will involve the daily scrutiny of the child's behaviour by the class teacher and its recording on agreed charts. Various rewards and strategies are introduced so as to improve the chances of the plan's success e.g. time-out, behaviour diary, contractual agreement, etc. Sanctions are also agreed so that there is complete transparency of procedure for all concerned.
- Pastoral Support Plan – this is required for children who may or may not have particular additional learning needs, but who, despite support, are deemed to be at risk of exclusion. This involves a planning meeting with the parents/carers, the LEA representative and when appropriate, any outside agencies or specialist services. This plan will include agreed SMART targets, as well as rewards and sanctions. A key-worker is identified to co-ordinate and monitor the programme, which is reviewed regularly with all interested parties.

Teachers are aware that children with special needs often need extra effort in order to keep them motivated e.g. instructions broken down, short burst tasks, challenges, job lists etc.

If a child is continually involved in disruptive behaviour or severe behaviour, the child may be given a Home/School Agreement book. This involves a daily record being kept by the classteacher, detailing the behaviour of the child in the classroom, the playground, dinner hall etc. This book goes home with the child and the parent may make comments in it or detail the child's behaviour at home. This process carries on for as long as necessary and once stopped, may be started again if behaviour deteriorates.

School Council

The School Council comprises selected children voted for by their classmates, who will be involved in the decision-making within the school i.e. to represent the general opinion of pupils their age. This Council will meet regularly and will discuss "agenda items" with the headteacher and deputy headteacher. In response to the meetings, positive action will be taken, though this has to be manageable and realistic. The effectiveness of the Council will be monitored by reflecting on the initiatives introduced during the year.

Communication and Parental Partnership

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school are aware of the concerns and of the steps which are being taken in response. Any concerns the classteacher has are communicated to the Headteacher so that strategies can be discussed.

For our Behaviour and Discipline Policy to be implemented fully and our procedures to be successful, we have to ensure the full support of our parents wherever possible. We believe a positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Teachers try to develop a rapport with parents, approaching them to praise good behaviour/ work as well as to inform them of poor behaviour. Parents are informed during the first Parents' Meeting of the year ('Meet the Teacher'), of the classroom and school strategies for rewarding, reinforcing and encouraging good behaviour i.e. credits, certificates, house points etc.

Anti-Bullying Policy

Introduction

We aim to make our school a safe, caring environment where children feel secure, are enabled to develop socially and are empowered to learn effectively. In such an environment bullying is unacceptable.

What is bullying?

Bullying is deliberate, hurtful behaviour, repeated over a period of time, where a sense of powerlessness can make it difficult for the victim to defend him or herself.

Bullying can happen in three main ways:

- o Physical - hitting, kicking, punching, pushing, taking or hiding belongings
- o Verbal - name calling, threats, taunting, teasing, insulting, mocking
- o Indirect -excluding, gossiping, spreading rumours, dirty looks, graffiti

Other types of bullying, include:

- Homophobic bullying - motivated by ignorance, prejudice or fear of lesbian, gay, bisexual or transgender people (LGBTQ). It can affect any person whose interests or choices do not conform to traditional gender norms. People with gay friends or family members may also be targeted.
- Racist bullying - behaviour or language that makes a child or young person feel unwelcome or marginalised because of their race, faith, culture, colour or national origin. Bullying of a racist nature will be dealt with in the context of the anti-racist policy and the "Guidelines and Procedures for Dealing with and Reporting Racist Incidents in Schools".
- Gender based bullying - may occur when a person does not conform to traditional gender stereotypes or is discriminated against because of their gender - perhaps a young girl who acts like a 'tomboy' or a young boy who is not 'macho'.
- Sexual bullying - can be a range of behaviours from explicit graffiti on a wall in the toilets and name-calling, to inappropriate touching, serious sexual assault and even rape.
- Cyber bullying - the use of technology (particularly mobile phones and the internet) to deliberately degrade, harass or hurt through the use of threatening text messages, emails, Instant Messages, phone calls.

Bullying can affect young people with ALN and disabilities. Young people with ALN and disabilities may find it difficult to identify bullying behaviours and respond appropriately.

There is a difference between relational conflict and bullying and school staff need to be able to detect when conflict becomes bullying. Bullying isn't an argument, or a falling out with someone. It isn't a disagreement or a one-off fight. Bullying is when someone does something hurtful on purpose and it happens more than once.

Conflict is accidental and likely to be a one off event born from an argument, fight, disagreement or falling out where two people are equally involved. Efforts are usually made to resolve conflict and there is an equal balance of power between individuals involved. Conflict can turn into bullying when it escalates and there becomes an imbalance of power between individuals. This can often occur in friendship groups.

Bullies tend to target those they see as different to themselves.

Children must remember -

- o It's not their fault
- o They don't have to suffer it
- o They should tell someone they trust

Girls and boys can act as bullies and any child can be bullied. There are, however, certain factors which can make a child more prone to being a victim of bullying including:

- A lack of friends
- Being shy
- Coming from an over-protective family environment
- Coming from a different racial or ethnic group
- Being different in some obvious respect from the majority
- Having special educational needs
- Being a "provocative victim" – a child who behaves inappropriately with others e.g. barging in on games or being a nuisance

None of these factors excuses bullying but they may account for it happening.

We understand that in primary schools, almost three quarters of bullying takes place in the playground. By its nature, bullying tends to take place "underground", out of sight and earshot of teaching and other school staff. The most important thing we can do is create a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

We aim to:

- involve the whole school community to reduce incidents of bullying
- to deal with bullying when it occurs
- to ensure children are listened to and their concerns taken seriously
- to provide support for the victim and the bully

Signs of bullying

Our school staff try to be aware of possible signs of bullying and try to respond to these with enquiry. Some signs may include:

- A reluctance to come to school or erratic attendance

- A marked deterioration in performance
- A reluctance to go out to play
- A reluctance to leave school at the normal time or walk home with other pupils
- Unlikely excuses for possessions stolen, damaged or destroyed
- Pupils who present as isolated in the playground, dining room, games lesson etc.
- Pupils who display withdrawn, unforthcoming behaviour

To recognise and acknowledge that bullying is a problem is to begin to find a solution to the problem. It is important that we recognise and categorise the various incidents that take place. These include teasing, name calling, exclusion from games, the demanding of food or belongings and even extortion where money is demanded. We recognise that teasing can cause distress and children who are isolated or segregated, lose self-confidence and the value of feeling part of a group. Each case, therefore, will be dealt with immediately, severely and according to its severity. The incident will be investigated fully by talking to the alleged victim, the alleged bully and any bystanders in the spirit of finding a solution to the problem for all concerned. Factual notes will be kept on the 'Action Record' or on an incident sheet. As bullying is defined as repeated actions, it is necessary that all incidents are logged in order to determine whether bullying develops from the initial incident. The child's family will also be informed immediately and if necessary an on-going communication maintained.

Dealing with bullying

Any incidents of bullying are dealt with by following the classroom and playground strategies detailed above. Every incident will be considered in its own right and the action to be taken will be decided on by Mr Knight and the child's parents will be informed.

Involving parents

Parents are given clear information about the school's anti-bullying policy and procedures and how incidents are dealt with via the school website and information leaflets that are sent home. The policy is also available for viewing at all times. Parents are advised to inform the school whenever they have concerns about their child's well-being and are reassured that they can return to the school should the problems reoccur or if they continue to be concerned. They are informed that if they are not satisfied with the way the situation has been handled they may write to the chair of the Governing Body asking that the situation be reviewed.

Raising awareness

In order to help control bullying in the school: -

- The Headteacher speaks to the children regularly during assembly about the dangers of bullying.
- The Headteacher asks the Community or Schools Liaison Police Officer or the NSPCC or other such organisation, to talk to the children about the issue of bullying from time to time.
- The school engages with Cardiff Against Bullying (CAB) for Buddying training and for support if bullying issues arise.
- Mr Ellis organises an eSafety assembly each year.

- Each year the Year 6 class presents an assembly to the school on bullying.
- Each class has a Worry Box where children can place their concerns on paper for their teacher to read.
- Bullying issues are raised during class R-Time sessions.
- Games are painted on the playground floor to encourage playing together.

Anti-bullying strategies

In our whole school approach to positive discipline, we are developing various strategies for dealing with bullying –

- An anti-bullying policy which recognises that bullying is NOT acceptable, must be reported and will be addressed immediately. All members of the school community have a role to play – pupils, teachers, parents, midday supervisors, non-teaching staff etc.
- A playground policy to establish clear rules and behaviours for playtimes.
- A school ethos which values good relationships and promotes respect for individuals. We encourage care and consideration for others, sensitivity to others' feelings, responsibility for one's actions, respecting oneself and others.
- Co-operative classrooms which value collaboration and good relationships – positive behaviour strategies are in use and the children are given the opportunity to work in pairs and small groups.
- There are opportunities to discuss bullying and equip children with the skills to deal with it. Circle Time is used to address such issues and the strategies necessary to help stop it happening. Each class operates a Worry/Concern Box where children may post issues for discussion, either as a class or individually with a teacher or may just bring something to the teacher's attention so they can look out for certain behaviour. The posting may be anonymous or signed and some children may simply draw a picture showing how they feel next to their name.
- A positive approach from teachers to bullies and victims which aims to resolve issues in the long term and enable both bully and victim to move on in a positive direction.
- Encouraging pupils to be active members of the school community:
 - Our school council provides opportunity for participation and responsibility. The school is THEIR community and they have a responsibility towards it. The issue of bullying may also be debated during meetings.
 - Pupils have the opportunity to comment on behavioural issues through questionnaires.

Principles underlying this policy

- Teachers are following this discipline policy in their classrooms and beyond:
 - Rules for observable behaviour.
 - Consequences of breaking rules.
 - Teachers have a positive approach in classroom and playground (see Staff PBS Summary sheet).
- New staff are aware of the approach.
- Pupils are given choices.
- This policy is consistently applied each day with all pupils.
- Structure of process provides children with many opportunities to modify behaviour.

- The child's behaviour is criticised NOT the child.
- Parents are informed of the process.
- The policy is monitored and My Concern is used to track incidents and identify trends.

Roles and responsibilities

This policy was updated following consultation with staff, pupils, parents and governors during Spring Term 2018.

The following documents should be read in conjunction with this policy: -

- Health & Safety Policy including Playground and Playtime procedures.
- Teaching and Learning Policy.

The implementation of this Policy is the responsibility of all staff.

The Governing Body accepts the principles set out in the Policy, which will be reviewed annually.

Lunchtime Procedures

General Information

1. The child's welfare is of paramount importance. If there is a cause for concern, that a child is suffering or is likely to suffer significant harm, then the matter must be referred. The child must NOT be questioned. Any disclosure must be passed on to the Child Protection Officer – Mrs Jones.
2. The lunchtime will finish at 1p.m. for all classes.
3. All midday supervisors are aware of positive behaviour management strategies and use strategies linked to the classroom discipline plan so there is a whole school approach to encouraging good behaviour e.g. awarding certificates in assembly, "Catch Them Being Good!", awarding stickers, smiles, thumbs-up etc.

Management of behaviour in the playground

1. PS1, PS2 and PS3 children should stay in their respective playgrounds. The Buddies team are allowed to play with FP children in the FP playground.
2. Supervisors need to be vigilant in the playground, walking around so that all areas are covered.
3. If a PS1 child needs to go to the toilet, the open flow system allows that they can do this by going to their usual classroom toilet. If a PS2 child needs to go to the toilet then they will be sent to the Reception area toilets by a midday supervisor. If a PS3 child needs to go to the toilet, they will inform a Midday Supervisor, go to the Library toilet and inform the Midday supervisor when they go back out to the playground.
4. If a child has an accident and needs a change of clothing they should be sent to the first aid station in the wellbeing classroom.
5. In the event of an accident the child is taken to the member of staff in the Reception area. She records the incident in the Accident Book. If the injury is serious, then the headteacher, deputy head and/or first aid officer are informed and they decide on the action to be taken.
6. If a child cannot be moved following an accident, the area should be made safe and help sent for.

7. Children are not allowed to linger around the school when they are supposed to be in the playground. Exceptions to the rule apply when children are requested to stay in a classroom by a teacher.
8. If a ball is kicked over the fence, the supervisors are allowed to ask a passer by or collect it themselves. Children should not be allowed to leave the premises to reclaim a ball. Children should also be discouraged from talking to passers by.
9. If a child misbehaves then the supervisor uses the “Walk & Talk” approach where they engage the child in dialogue about their actions. Following this the child is sent to play again. For repeated or more serious misbehaviour, the child is sent into Mrs Jones and thus is removed from the playground. This is a time out strategy, where the child spends time discussing their behaviour and completing a think sheet.

Management of school dinners and sandwiches

1. The midday supervisors will start at 11.55a.m. Supervisors will take up their station at either the dinner hall or playground as directed by the midday rota.
2. The dinner hall supervisors will circulate to help pupils who may need cutlery/ glasses/ water or help to cut up food, ensuring good table manners and then help the children to clear away.
3. Children who bring a packed lunch to school will stay in their classrooms to eat. These children are supervised by midday supervisors or support staff.
4. At 12.30 identified supervisors will leave the hall to take up their duties in the playground.
5. Supervisors should ensure that all places are taken before allowing the children to sit on other benches/chairs.
6. Supervisors should ensure children, especially PS3 are encouraged to clear away their left-overs.
7. Supervisors should ensure that the noise levels are acceptable using positive behaviour management techniques.

Wet Lunchtimes

1. In the event of a wet lunchtime the playground supervisors will take up their duty in the classes, with one in each area. Two supervisors will remain in the hall to support smooth running of dinners.
2. The supervisors will clear away as per normal procedural arrangements and then move to their allocated areas.
3. During wet dinner times children should not run into the hall for dinners. A supervisor should be at the lining up point to ensure an orderly queue is formed.
4. In the classroom, during wet lunchtimes, children are not allowed to run around, but should be encouraged to sit down and occupy themselves (games, books, drawing, competitions etc.)
5. Children are not allowed to gather at the top of the stairways, all children must remain in their respective areas.

Policy approved by:

Date

Valentine Flamini (Chairperson of Governing Body)

09.10.2025

Valentina Flamini

Sarah Marie Jones (Headteacher)

09.10.2025

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