



Llanfaes C P School

Behaviour and Anti Bullying

Signed

Date Spring Term 2026

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Behaviour and Anti Bullying Policy

Rationale

At Llanfaes C P School our vision is ' A Bridge to Learning'. This is underpinned by our five key principles - Well Being, Ambitious, Together, Evolving and Respecting.



Our Behaviour Policy supports these goals as it is inclusive, solution orientated and firmly based on an ethos of positive recognition. At Llanfaes C P School we implement the agreed strategies to ensure that all stakeholders are treated equally and fairly at all times and with a high degree of consistency. This policy must be read in conjunction with the e safety policy which gives greater detail about cyber bullying and reporting of incidents.

Assertive Discipline

At our school we ALWAYS praise the positive behaviours we wish to promote and do not focus unduly on misdemeanours.

The school has clear school rules, linked to our key principles. These were chosen by the pupils themselves, giving ownership. These are clearly displayed around the school - in corridors and hall. Staff refer to these on a daily basis to ensure they are embedded in the culture of our school. In addition, they are re-visited at the beginning of each school year in assemblies and circle time. This ensures that new pupils are fully aware of them. The rules also appear in Welsh.

Our School Rules

- ✚ We are a happy, calm and caring school
- ✚ Always try your best and if you don't succeed try again
- ✚ Team work makes the dream work.
- ✚ Each of us respects and cares for the environment around us at all times.
- ✚ Remember, don't judge a book by it's cover.

Pupils will also be involved in establishing their own classroom rules at the beginning of each school year. A clear reward system is used to encourage the children to keep the rules. We are an Incredible Years school and the principles of this together with Restorative Justice for older children.

Reward System

- Verbal praise/ positive encouragements/thanks - this will often be sufficient to promote positive behaviour.
- House points - these are given for effort, helpfulness, kindness, achievements, elements of 4 Purposes etc. They are recorded in the classroom, totalled weekly and contribute to the weekly house cup. This reinforces a team ethos throughout the school. Pupils in the winning house are given extra play on a Friday weekly.
- Child of the Week Water Awards - individual achievement is encouraged and recognised by a weekly certificate and sticker for a pupil from each class, chosen by the classroom staff. Cymro/Cymraes yr Wythnos assemblies and awards given fortnightly. Weekly 'Plentyn yr Wythnos' assemblies are held on a Friday morning. Parents are sent a Schoop immediately and certificates sent home.
- Achievement Award - this is given half termly in each class for a pupil who has achieved well in any area of learning or behaviour.

Sanctions

Routine classroom management is the responsibility of the class teacher and infringements of the class rules should be dealt with by the teacher or teaching assistant when appropriate - using the agreed system of sanctions. All staff are responsible for seeing that appropriate behaviour is maintained around the school, on the playground and on any educational visits. Support will be given by the Headteacher and Senior Leadership Team.

The agreed sanctions for contravening school rules are:-

- Warning - a warning will be given outlining the rule being contravened.
- Removal - should the misdemeanour be repeated after a warning the pupil will be removed from the situation for an appropriate period of time (this may equate to no more than chronological age plus 1).
- Loss of break/privileges - used where there is continued breaking of rules.
- Headteacher - pupils will be sent to the Headteacher for persistently breaking rules. Where the Headteacher is not available then the Deputy Headteacher, Foundation Learning or KS2 leader should be involved.
- Letter home - in certain circumstances the Headteacher will write to parents and request a meeting to discuss behaviour issues.

N.B. - In instances of extreme behaviour, pupils should be sent directly to the Headteacher and not go through the initial 3 sanctions.

Physical Restraint

This is only to be used in extreme circumstances, using Team Teach or PRICE principles. Staff have been trained in Team Teach or PRICE. Strategies such as 'caring c' 'change of face' will be used. Headteacher and Deputy Headteacher are PRICE trained.

Pupil Exclusion

This is always the last resort when all other avenues of support have been exhausted or in extreme behaviour incidents as indicated in WG document 'Exclusion from Schools and Pupil Referral Units' Nov 2019. Procedures in this document will be followed if deemed necessary.



ANTI-BULLYING POLICY

At Llanfaes C P School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure setting. Our vision is 'A Bridge to Learning' and our five key principles are - Well Being, Ambitious, Together, Evolving and Respecting. At all times we seek to provide a caring, safe environment for all our pupils in which everyone is afforded the highest level of respect. We aim to promote ALN Code of Practice and Keeping Learners Safe
<https://www.gov.wales/keeping-learners-safe>

BULLYING IS CONTARY TO THIS AIM AND WILL NOT BE TOLERATED.

Statement of Intent

We take all incidents of bullying seriously. Bullying of any kind is unacceptable at our school. At our school we acknowledge that bullying does happen from time to time as it is unrealistic to claim otherwise. When it does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

We are a **TELLING SCHOOL**. This means that anyone who knows that bullying is happening is expected to tell staff.

We define bullying as: *it happens Several Times on Purpose.*

Bullying is the use of aggressive or insulting behaviour, repeated over a period of time that intentionally distresses or harms another.

Remember STOP - Several Times On Purpose

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures)
- **Verbal** - name-calling, sarcasm, spreading rumours, threats, teasing making rude remarks, making fun of someone
- **Physical** - pushing, kicking, hitting, pinching, biting, punching
- **Racist** - racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of/or focussing on the issue of sexuality
- **Cyber** - all areas of internet, such as e mail, internet chat room misuse, mobile phone threats including abusive text messages

Bullying is not:

It is important to recognise that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Why it is important to respond to bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Objectives of this policy

- ⇒ The implementation of this policy will create an ethos where bullying is regarded as unacceptable, creating a safe and secure environment for everyone to learn and work in. This policy must be read and followed in conjunction with the safety policies.
- ⇒ All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, together with procedures to follow when bullying occurs.
- ⇒ All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- ⇒ All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- ⇒ Pupils and parents will be assured that they will be supported when bullying is reported.
- ⇒ Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (Personal and Social Education lessons, circle time, etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- ⇒ Where necessary, the school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, SEN and Disability Act 2001, Every Child Matters 2003 and The Children Act 2004.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning persistently
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received.

N.B. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Lunchtime/Playtime

Playtimes and particularly lunch times are the times when most bullying incidents occur. In order to avoid this as a school we will ensure:

- a) all pupils are in an area where they can easily be observed and supervised. If the weather is such that pupils have to remain inside then they will be provided with an appropriate activity in which to be involved.)
- b) teaching and non-teaching staff are available at any time and that mid-day supervisors report any signs or knowledge of bullying.
- c) mid-day supervisors clearly understand their responsibilities and have knowledge of the school policy and how it is to be implemented.
- d) Staff wear high vis vests so they can be clearly identified.

Procedures for reporting and responding to bullying incidents

1. Report all bullying allegations or incidents to staff. Confidentiality for all will be maintained. Incidents of cyber bullying to be reported to headteacher.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach that will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Attempts will be made to help the bully (bullies) understand and change their behaviour.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place (see Assertive Discipline Policy).
10. If possible the pupils will be reconciled.
11. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
12. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
13. The anti-bullying Governor (Chair) will present reports on serious bullying incidents to the Governors.
14. If necessary and appropriate the Child Protection Officer in school, Social Services or police will be consulted.

The following sanctions may be used

- apologise to the victim(s) verbally or in writing
- lose privileges/playtimes
- be removed from class and work in isolation
- report to Deputy Headteacher or Headteacher
- be withdrawn from participation in school visit, clubs and events not essential to the curriculum
- parents will be invited to the school
- fixed term exclusion
- permanent exclusion.

Parents

Parents have an important role to play in tackling bullying. Parents will help by:

- a) being encouraged to become active in a meaningful partnership with the school
- b) being informed and involved if their child is a bully or a victim
- c) telling the school if their child is being bullied
- d) telling the school if their child is a bully.

If parents wish to complain about bullying the following guidelines should be followed:-

- try to stay calm
- be as specific as possible about what your child says has happened
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child at school

- stay in touch with the school.

If your concerns are not being addressed:

- check the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the class teacher who will direct you to the Headteacher or Chair of Governors.
- Make an appointment to meet the head teacher.
- If this does not help, write to the Chair of Governors explaining your concerns.
- If you are not satisfied with the outcome of the intervention of the Chair of Governors, contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns.
- Contact local or national parent support groups for advice.

Strategies employed to prevent and reduce incidents of bullying.

Whole school initiative and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- ✓ each class having agreed class rules and sanctions
- ✓ whole school assertive discipline policy enforced
- ✓ using praise and rewards to reinforce good behaviour
- ✓ encouraging the whole school community to model appropriate behaviour towards each other
- ✓ restorative justice practices
- ✓ Acceptable User Agreements for internet signed by pupils and parents.
- ✓ awareness through anti-bullying assemblies
- ✓ PSE scheme of work from Reception to Year 6
- ✓ Circle time on bullying issues
- ✓ Whole school participation in Anti Bullying Week & Internet Safety Day
- ✓ Drama and role play activities to explore the issue and help children be more assertive and develop coping strategies
- ✓ Introducing playground initiatives and improvements
- ✓ Undertaking pupil questionnaires annually to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- ✓ Visits by outside agencies - e.g. police to discuss issues and strategies.

Monitoring and evaluation of the policy

Annually, staff and Governors will undertake a listening to learners monitoring sessions focussing on behaviour.

Questionnaires completed by various members of the school community, comments in the school council forum and circle time will be used to gauge the effectiveness of the policy. Following an annual review any amendments will be made to the policy.