YSGOL GYNRADD
AFON Y FELIN
PRIMARY SCHOOL

Pupil Behaviour, Discipline & Bullying Policy

Covers academic years: 2024-2025, 2025-2026
Review date: September 2026

	Signed	Date
Chair of Governors	**Clair Stephens (AYFPS)** **Adam Knight (CPS)**	November 2024
Headteacher	**Katrina Pryse** K Pryse	November 2024

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At our school we promote values through creating a warm, caring supportive atmosphere in the school in which all members of the school community are valued.

We operate a **Positive Behaviour Policy** which is proactive not reactive. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Pupils, teachers andsupport staff all take collective responsibility for the promotion of positive behaviour in our school. We aim to build a community which values kindness, care, good humour and empathy. We work in partnership with parents to help pupils to take control over their behaviour and be responsible for the consequences of it.

Guidelines giving advice and support for school staff in implementing the School Behaviour Policy may be discussed at weekly staff meetings.

It is the responsibility of all staff to make sure that these guidelines arereadily available for all supply teachers, student teachers and support workers. (see appendix 3)

The aims of the policy are :-

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that everyone is treated fairly, shown respect and topromote good relationships.
- That all staff take a proactive stance to encourage consistency ofresponse to both positive and negative behaviour.
- To avoid giving learners attention and importance for poor conduct.

We promote a consistent culture of excellent behaviour management which involves being relentlessly positive and remaining calm when facing challenging behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

ALL STAFF

1. Meet and greet on the door with a smile.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Have a recognition board displayed in every classroom. Staff to referto this on a regular basis.
5. Use the Headteacher's Wow's to recognise children who have gone above and beyond.
6. Be calm, patient and follow the steps when managing challenging behaviour.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

CLASS RULES

Class teachers, support staff and children to devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their own classroom. They must focus on the positive rather than the negative. These are in line with the UN Children's Rights and our 4 Core Values. They could be in the form of a charter or a list of rules as decided democratically by the class members.

STEPS TO MANAGING CHALLENGING BEHAVIOUR

1. **First attention to best conduct**;
2. **The Reminder:** Remind children of the school rules;
3. **The Caution:** Once reminded, children receive a caution, a quiet, discrete word. Use a 30 second micro script (see appendix 1);
4. **The Timeout:** Speak to them away from the others. This will be intheir own time i.e. break time or lunch time. The next step for the learner is discussed. Remind them of good behaviour you have witnessed. Give them another chance;
5. **Restore**: Reparation meeting where a member of SLT may need to be included (see appendix 2). If at this time the member of staff feels it necessary, the parents to also be included.

NB: To gain the attention of learners start a count down from 5. Praise children at each number who are displaying desired behaviours i.e. 5. Welldone Callum you stopped on 5, 4…

RECOGNITION AND REWARDS

Rewards are for learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effectiveas a larger, more public, reward.

They are as follows:

- **Praise / Stickers;**
- **Recognition board** – each class to display a Recognition board in their classroom where all children are striving towards achieving a target and their names are placed on the board once they reach this i.e. one voice, kind words etc.;
- **Positive postcards** sent to the children's home;
- **Celebration Assembly** - A celebration assembly is held each week where pupils' achievements in and out of school are celebrated.

BEHAVIOUR MONITORING

The following systems are in place to monitor serious behaviour: Serious offences or persistent low level disruption may be recorded on a tracking system. These are reviewed by the behaviour team and an overview provided to the SMT at the end of each half term.

The following behaviour may trigger a child being sent immediately to the Headteacher or Head of School:

- physical violence or threatening behaviour;

- swearing intentionally to cause offence;
- racist, sexist or homophobic remarks (these are recorded separately);
- repeated disobedience;
- continued inappropriate behaviour If a child refuses to go to the Headteacher or Head of School, the class teacher must telephone for help. In the playground a Midday Meal supervisor will send another child to inform the Headteacher or Head of School of the situation.

In all situations, all staff (employed by the school or agency staff) need to apply a consistent approach to managing sanctions that are the result of bad behaviour. The Behaviour Matrix details sanctions to be applied.

Behaviour Matrix	
Behaviour	**Consequence**
Disrespectful behaviour… Interrupting others, ignoring others opinions or feelings, using rude or dismissive language, talking back to authority figures, insulting or mocking someone, making fun of someone's appearance or abilities, rolling eyes or using dismissive gestures, laughing at others mistakes, overreacting, blaming others for personal mistakes.	Time-out (using buddy class system)
Dishonest behaviour… Lying or spreading false information, cheating, stealing or taking things without permission, breaking promises or commitments, hiding the truth to avoid responsibility, manipulating others.	Rewards removed and missed play for the day. Children to stay on the yard in designated area.
Irresponsible behaviour… Failing to complete work, breaking rules or ignoring guides, avoiding taking responsibilities, misusing resources, biting, swearing, spreading rumours that offends someone, putting hands on someone/ rough play or inappropriate use of electronic devices in school.	Internal exclusion and missed plays for a given period- Buddy IE.
Sexually Inappropriate behaviour… Using an electronic device to search for material, showing private body parts to others; using words/phrases that make others feel uncomfortable; intently making actions/noises towards others.	First offence Internal Exclusion- with bespoke follow-up work carried out by class staff; Repeated could result in exclusion.
Unethical behaviour… Intentional discrimination against others based on race, gender, religion etc.	Exclusion
Aggressive or Harmful behaviour… Physical violence (hitting, kicking), shouting or yelling in anger, threatening others, deliberately damaging property.	Exclusion

All exclusions must be agreed by either the Executive Headteacher or Head of School and follow the guidelines provided by the Local Authority. Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time. Repetition of any of the above behaviours may result in a Behaviour Contract (appendix 4), where parents are invited to a meeting to discuss and sign the contract. All exclusions will involve a reintegration meeting with parents.

TEAM-TEACH

Staff have been trained in Team-Teach and have been instructed to exhaust all other behaviour management strategies before they physicallyintervene. In these extreme cases the use of force needs to be 'reasonable, proportionate and necessary'. At risk children are identifiedand a risk assessment is completed outlining safety procedures put in place to manage challenging behaviour. Staff must complete a Team-Teach incident form following any physical intervention. Risk Assessment forms are saved on the school server.

ANTI-BULLYING

This policy does not exist in isolation. It is part of the overall concern for our children's welfare and the development of their social skills that is also supported by our Vision Statement. Aspects of our curriculum also allow for discussion of bullying and its effects.

Bullying can take many different forms. At Our school we accept the definition:

Bullying is deliberately hurtful behaviour, often repeated over a period of time. The victims of bullying find it difficult to defendthemselves.

Bullying may take the form of direct behaviour, both physical and verbal. The behaviour can involve more than one student and is directed against a victim. Indirect forms of bullying can also take place such as deliberate exclusion from relationships or play. Bullying often involves repeated acts against another child. There is usually animbalance of power between the bully and the victim.

We also accept that:

- No school is 'bully-free'.
- All children should feel safe in school.
- An anti-bullying approach is a whole-school issue and that children, parents, governors and teachers should be aware of and support this.
- Both bullies and victims should be dealt with fairly.

STRATEGIES TO DEAL WITH BULLYING

ROLE OF THE HEADTEACHER:

- To investigate incidents involving bullying, taking them seriously. To be available for parents and children to discuss concerns.
- To log all incidents of bullying.
- To arrange support for both victims and bully.
- To regularly discuss issues affecting bullying in staff meetings.
- To review policy every three years, or sooner in light of research and practice.
- To arrange training on anti-bullying for all staff.

ROLE OF THE TEACHER AND SUPPORT STAFF

All staff will:

- Ensure that all children are encouraged to share concerns with them.
- Listen carefully to all reports of incidents, taking them seriously.
- Ensure that responses to the children are in accordance with theschool rules and policies.
- Report all incidents to the Headteacher.
- Log incidents and sanctions undertaken in their teaching diaries as soon as possible after the event.
- Act as a role model to children in the way they treat children and staff.

- Be aware that changes in behaviour may point to a reluctance to report bullying to an adult.
- Monitor the yard when they are on duty ensuring all areas are under regular surveillance and stepping in when behaviour threatens to spillover into the unacceptable.
- Be aware that when a child reports bullying it is not an easy step to take.
- Use circle time as a vehicle to discuss issues surrounding bullying in general terms.

ROLE OF THE LUNCHTIME SUPERVISORY ASSISTANTS:

All Supervisory Assistants will:

- Monitor all sections of the yard that s/he is responsible for.
- Monitor behaviour to try to anticipate problems.
- Listen to all reports of bullying.
- Report all incidents to the class teacher at the end of lunch time unless you wish to report directly to the Headteacher/Deputy Headteacher on duty in the hall.
- Be aware that some behaviour may just be high spirits, or friends falling out, not necessarily bullying.

ROLE OF THE CHILD:

- Treat other children with respect.
- Tell a teacher or lunchtime supervisor about people being unkind or calling names as soon as possible, whether it involves you or not.
- Be a good friend to other children if they are being bullied.
- If you are being bullied tell a teacher.
- Think about your own behaviour – don't leave anyone out, keep your hands and feet to yourself and be a good friend.

ROLE OF PARENTS:

- To report concerns to the Headteacher.
- To understand that this may be the first time the Headteacher has heard of the problem and that they will need time to act and deal withthe problem.
- To talk with your child about specific concerns.
- To support the school rules. Please don't encourage your child to hit back as this is in conflict with the school rules on behaviour.

DEALING WITH INCIDENTS OF BULLYING

- **Our overall approach is a positive reinforcement of acceptable behaviour and respect for all.** We also develop a positive approach tobehaviour through the use of circle time and assemblies as well as our PSE curriculum resources that raise issues such as bullying. The children discuss those aspects of behaviour that are important tothem and from this develop their own school rules. Training for supervisory staff will also include anti-bullying issues.
- The Headteacher and Class Teacher will speak with the children concerned to find as full a picture as possible of the nature of the incident.
- One off incidents will be responded to with sanctions such as staying in for a playtime. Teachers are aware of the need for consistency andthat some behaviour may take time before it is modified.
- The class teacher or Headteacher will talk with the children concerned to discuss the issues raised and to deal with the situationappropriately. All situations are different and will be responded to individually

within this framework.

- Class teachers will discuss the issues generally within circle time.
- The Headteacher will deal with the general issue in assembly to underline the appropriate behaviour to all children.
- In persistent or severe cases the parents of the bully will be contacted and their support will be necessary to discuss their child's behaviour. The needs of the bully will also be addressed.
- The victim of bullying may require support from other children or teachers and the Headteacher or Class Teacher will deal with eachcase appropriately in setting up support.
- If the bullying is taking place on the yard all teachers will be informed through the staff meeting and they will be asked to monitor that child/children closely for the first week.
- The Headteacher and class teacher will monitor the situation, ensuring that those involved understand the importance of changing their behaviour.

SIGNS A CHILD MAY BE BEING BULLIED

A child may indicate by signs or behaviour that s/he is being bullied. Possible signs to investigate include:

- Being frightened of walking to or from school.
- Begging to be driven to school.
- Changing the usual routines.
- Being unwilling to go to school (School phobic).
- Becoming withdrawn, anxious or lacking in confidence.
- Starting to stammer.
- Attempting or threatening to run away.
- Crying themselves to sleep at night or having nightmares.
- Feeling ill in the morning.
- School work begins to deteriorate.
- Coming home with torn clothes or damaged possessions.
- Having possessions 'go missing'.
- Asking for money (to pay bully).
- Stealing money.
- 'Losing' dinner money or other money.
- Having unexplained cuts or bruises.
- Becoming aggressive, disruptive or unreasonable.
- Bullying other children or siblings.
- Stops eating.
- Being frightened to say what is wrong.
- Giving improbable reasons for any of the above.

PREVENTION

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behavior contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly

- Making up role-plays
- Having discussions about bullying and why it matters

HELP ORGANISATIONS

Advisory Centre for Education (ACE)	0808 8005753
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 1: The 30 second script

As part of 'The Caution' the 30 second Script is used to support staff to ensure clear and concise messages are delivered. Staff must ensure…

1. To use a gentle approach, personal, non-threatening, side on, eye levelor lower.
2. To State the behaviour that was observed and which rule / expectation / routine it contravenes.
3. To tell the learner what the consequences of their action is. Refer toprevious good behaviour/learning as a model for the desired behaviour.
4. To walk away from the learner; allow her time to decide what to donext.

If there are comments, as you walk away write them down and follow up later.

Resist endless discussions around behaviour and spend our energy returning learners to their learning.

The following scripted language to be used…

"I've noticed that (what they are or are not doing i.e. you are talking when I am talking)"

"I am reminding you to show me (behaviour i.e. good listening)"

"Do you remember the time when…? (were doing something good i.e. yesterday when you listened and you got on with the task so well)"

"Thank you for listening."

Appendix 2: Restorative meeting

Restore:

Reparation meetings at Our school are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps: (where a member of SLT may need to be included).

- What happened?
- What was each party thinking?
- Who feels harmed and why?
- What do you think should happen now?
- Reaffirm positive behaviour noticed and build trusting relationship.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. This is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Appendix 3: Crib sheet for supply teachers

Please follow these steps when managing behaviour.
Please refer to these when addressing behaviour i.e. “Show me ‘ready’?”“Thank you for acting in a ‘respectful’ way.” “I am reminding you to be ‘safe’.”

When managing behaviour, we follow the steps below.
NB: to gain the attention of learners we count down from 5, praising thechildren who are stop and listen after each number i.e. 5… Thank you forstopping Ryan, 4… Great listening Harry etc.

1. **First attention to best conduct**– praise those who are showingthe desired behaviours.
2. **The Reminder:** Remind children of the school rules;

Eg. “Show me that you are ‘ready’ to learn.” “I am reminding you to be‘respectful’.”

3. **The Caution:** Once reminded, children receive a caution, a quiet,discrete word. Use a 30 second micro script.

“I've noticed that (what they are or are not doing i.e. you are talking

when I am talking)”

“I am reminding you to show me (behaviour i.e. good listening)”

“Yesterday when you listened and you got on with the task so well”“Thank you for listening.”

4. **The Timeout:** Speak to them away from the others. This will be intheir own time i.e. break time or lunch time. The next step for the learner is discussed. Remind them of good behaviour you have witnessed. Give them another chance.
5. **Restore**: Reparation meeting where a member of SLT may need tobe included (see appendix 2). If at this time the member of staff feels it necessary, the parents to also be included.

Appendix 4: Behaviour Contract

Pupil Behaviour Contract

Pupil name:

Teacher:
Date started:
Review Date:

Non-negotiables...

1. T
2.
3.

How can I help my behaviour:

-
-

If I do not break my contract (all week). I get a reward:

-

If I break my contract:

- I will have consequences...

Behaviour	Consequence

Signed: ..... Date:.....

Parent: ..... Date:.....

Appendix 5: United Nations Convention on the Rights of the Child (UNCRC)

The best interest of the child, in line with the UNCRC, needs to be at the core of any decision to exclude and any subsequent exclusions procedures.

Particularly relevant are the following articles:

- Article 2: Non-discrimination
- Article 3: Best interests of the child
- Article 12: Participation and respect for the views of children and young people
- Article 23: Rights of children with a disability
- Article 28: Right to Education
- Article 29: Aims of Education
- Article 31: Leisure play and culture
- Article 37: Inhumane treatment and detention

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her wellbeing, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 28
1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
a) make primary education compulsory and available free to all.
b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need.
c) make higher education accessible to all on the basis of capacity by every appropriate means.
d) make educational and vocational information and guidance available and accessible to all children.
e) take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods.
In this regard, particular account shall be taken of the needs of developing countries.

Article 29
1. States Parties agree that the education of the child shall be directed to:
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 31
1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 37

States Parties shall ensure that:

a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age.

b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time.

c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances.

d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.