Pupil Discipline,
Including Anti-Bullying, Policy

Penpych Community Primary School
Ysgol Gynradd Gymunedol Penpych

Policy Leader	**: Mr T Lewis**
Head teacher	**: Mr T Lewis**
Chair of Governors	**: Mr Michael Cude**

Policy applies to Academic Year 2026 -27

Signed HT: **Date: September 2026**

Signed CoG: **Date: September 2026**

This policy is a:	**School Plan using LA & WG guidelines**
This policy is a:	**Statutory Policy**
Policy / Document Leader:	**Mr T Lewis**
Link Governor:	**Mr Michael Cude**
Key Personnel in Policy:	**Headteacher**
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Reviewed by	**Policy committee**

Aims

It is a primary aim of Penpych Community Primary school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and to help children to become positive, responsible and increasingly independent members of the school community.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The importance of encouraging positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in **promoting learning**. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is the duty of all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have
Individual Development Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

We believe children should:

- Be considerate towards others in every aspect of school life;
- Respect the view of others;
- Be polite and courteous to everyone they meet;
- Be friendly and welcoming;
- Be honest, reliable and responsible for their actions;
- Be aware that their actions have consequences for others and themselves.

We aim to:

- Ensure the safety and happiness of all our pupils;
- Take appropriate action to deter bullying;
- Ensure that our children show consideration for others;
- Foster a sense of pride in and loyalty and commitment to the school;
- Safeguard the right of all children to take advantage of all opportunities school has to offer;
- Treat all children with equal fairness;
- Work together with parents to overcome individual problems.

Habits of adults who manage behaviour well:

- They meet and greet at the door of the classroom
- They persistently catch pupils doing the right thing
- They teach the behaviours that they want to see
- They treat pupils how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations and consistently apply them with rewards and sanctions
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They keep their emotion for when it is most appropriate and appreciated by everyone.

The following are some examples of what we would regard as unacceptable behaviour and is not exhaustive:

- Disregard of requests for co-operative, sensible and considerate behaviour;
- Threatening or abusive language towards other children and adults;
- Bullying;
- Acts which are racist and/or sexist which causes upset to others;
- Fighting and swearing;
- Causing damage to the property of others, including the school itself.

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.

- When dealing with a situation, it is important not to overreact;
- Avoid confrontation;
- Address the problem;

- Listen to all sides of the story;
- Try to establish the facts (not always very easy);
- Judge only when certain;
- Use sanctions sparingly and appropriately.

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

School Rules

We the children of Pen Pych Community Primary School pledge that we will:

- Work together as a family, sharing and caring for everybody,
- Be responsible and sensitive in all that we do,
- Make good choices and see them through,
- Be the best that we can day after day
- Use 'kind hands ,kind mouths ,kind feet'.

<u>Our Playground Promises</u>

- We have kind mouths, hands and feet
- We share and take turns
- We are calm and sensible
- We are polite and listen to everyone
- We play together and have fun.

Rewards

The emphasis must always to be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this.

The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued.

Each Friday, a Celebration Assembly is held and we celebrate the efforts of the children by highlighting their achievements and awarding one of the 4 Purpose certificates.

Stages of Rewards

1. Verbal praise and recognition
2. DoJo points awarded
3. Praise in Celebration weekly assembly
4. Show work / share work with class / school
5. Note home to parents.

Consequences

Consequences are necessary to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where praise and respect are central, disapproval and loss of respect can be powerful punishments.

The use of consequence should be characterised by the following features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are needed to avoid future punishment.
- Reprimands should, whenever possible and appropriate, be delivered away from other children.
- Group consequences should be avoided as they may breed resentment.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is being punished.

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times.

Stages of Consequences (Good to be Green)

1. Reminder
2. Quiet conversation
3. Warning
4. Time out/removal of privileges
5. Leadership - conversations with parents by teachers/Leadership

Constant Offender

A constant offender is a child who has been referred to the Headteacher 3 times over a 3 week period following the class teacher having met with parents. The following will happen:

1. Headteacher informs parents via a telephone call or letter and requests a meeting.
2. Parents to come and discuss behaviour with the Headteacher and class teacher.
3. Monitor behaviour through home/school book and set a behavioural plan according to each individual's needs, with appropriate reward system.
4. Instant exclusion will be issued to any child for extreme instances of behaviour, this will include:
    - Individual extreme aggression towards staff or another child;
    - Serious behaviour that leads to danger towards themselves and another person;
    - Extreme swearing directed towards a member of staff.

Children who continually find it difficult to control and manage their behaviour appropriately will be placed on the ALN register and given an IDP.

The Graduated Response

a. Teacher (or ALNCo) identifies that a child has special educational needs or behaviour difficulties.

b. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for the child with his/her parents and record strategies employed to enable the child to progress within an IDP.

c. If progress is not adequate, the ALNCo may seek the advice and support from external agencies –

Restrictive Physical Intervention

It is the School's policy that Restrictive Physical Intervention, sometimes referred to as positive handling, will be used as a last resort.

Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.

The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include:

- the implementation of whole-school behaviour management strategies
- training staff to de-escalate and defuse potentially disruptive situations
- working with individual children and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention

Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent pupils:

- Harming themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in behaviour which is seriously prejudicial to good order and discipline

Action taken during a restrictive physical intervention will be:

- Reasonable
- Proportionate
- Necessary
- In the best interest of the child

Parents will be informed of the school's policy on Restrictive Physical Intervention

Bullying

Please see the school's **Anti-Bullying Policy** for further detail and guidance.

All staff should be aware that bullying does take place and it is something which we do not countenance.

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading 'stories.' It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

All incidents where 'bullying' is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school's Anti-bullying Policy. The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

- Bullying is completely unacceptable
- If you are being bullied tell someone
- If you witness bullying tell someone

- People who help stop bullying will be given full support
- Every reported incident will be investigated
- Victims will be given full support
- Bullies will be given guidance to modify their behaviour

Communication and Parental Partnership

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage. We always explain the school's 'Home School Agreement', and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff and Governors. Incidents of verbal or physical aggression to staff or governors by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, parents can refer to the school complaints' policy. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of the Class Teacher

Penpych Community Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Penpych Community Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher/Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner

during lesson time.

The Role of the Support Staff

All school staff have a responsibility to uphold the behaviour policy.

All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Midday Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. At staff discretion, poor behaviour may lead to a pupil missing all or part of their lunchtime under the supervision of a teacher.

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Role of the Headteacher and Leadership Team

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of inappropriate behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child, following LA guidance.

Implementation, Monitoring and Evaluation of the Behaviour Policy

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher. It is achieved through:

- Discussion with staff on behaviour both formally and informally
- Regular observation of classrooms and playgrounds
- Monitoring of any recorded incidents
- The annual review of standards when considering priorities for the School Development Plan
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Equality

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

PENPYCH COMMUNITY PRIMARY SCHOOL ANTI-BULLYING POLICY

Contents:

- Aims and Objectives
- Understanding bullying and some of the signs of bullying
- Pupil's guide to how to respond if you are being bullied and how to prevent bullying
- Parents' guide to bullying behaviours
- Prevention of bullying
- Procedures for investigating a case of suspected bullying
- Recording incidents of discrimination/bullying and analysing the information

Aims:

Penpych Community Primary School is committed to ensuring that all learners have a life free from abuse and harm, including bullying. Every pupil has the right to work and learn in an environment where they feel safe, supported and free from fear.

For the purposes of this guidance, bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

Objectives

In order to fulfil these specific anti-bullying aims, our school:

1. Has appointed a lead professional with responsibility for managing a strategic approach to anti-bullying. The lead professional for anti-bullying is Mr David Zaplatynski.
2. Ensures that the whole community of parents, pupils and staff understand what constitutes bullying.
3. Reinforces the anti-bullying message with the whole staff community through regular general and specific INSET, staff meetings, lessons and individual communications between staff members.
4. Equips pupils with strategies which enable them to respond to bullying behaviour.
5. Reinforces the anti-bullying message with pupils specifically through SEAL (Social and Emotional Aspects of Learning), Health and Wellbeing Area of Learning and Experiences, class time, assemblies and Collective Worship; and in general through the curriculum, using projects, drama, stories, literature, historical events, current affairs and the daily interactions between staff and pupils.
6. Uses the school website to share the UN Rights of the Child, the school anti-bullying policy and the Welsh Government Rights, Respect, Equality Guidance (2019) for parents and children.
7. Reinforces the anti-bullying message with parents through the school website, regular formal parent communications and informal communications which reinforce the school's aims and quick response to concerns as they are aired.
8. Collates listens to and records details of learner opinions on incidents of prejudice, discrimination, harassment and bullying, in order to improve school policy and procedures.
9. Ensures that parents, staff and pupils are aware of the procedures to follow if they are the target of bullying or if they feel that they might know of others behaving in bullying ways.
10. Ensures that parents, staff and pupils understand the signs of bullying.

11. Provides support to those who are the targets of bullying and those who are perpetrating bullying behaviours.
12. Provides peer listeners in school to support those who are the targets of bullying in conjunction with other adult support services.
13. Provides restorative justice conferences, facilitated by school staff.
14. Ensures that all pupils understand the school's Behaviour Policy.
15. Ensures that all learners understand the school's sanctions for behaviour that is harmful to others.
16. Ensure that no learner has to move to a different school as a result of on-going bullying.

Penpych Community Primary School does not tolerate any form of bullying

It is up to everyone in the community to stop bullying by making it unacceptable for anybody to bully another person.

Bullying can take a wide range of forms. Bullying is behaviour/words towards another person that is meant to hurt them or embarrass them. The behaviour can involve individual or group behaviour. All bullying behaviour should be reported and recorded, whether perceived or actual. We will listen to, investigate and respond to all reports of bullying.

Some of the different types of bullying recognised by the school include:

- Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)
- Physical (pushing, hitting, shoving or any form of physical violence)
- Verbal (name calling, sarcasm, spreading rumours, making threats)
- Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc)
- Exclusion (deliberately ignoring and refusing to allow someone to join in)
- Interference with possessions (hiding, stealing and destroying belongings)
- Manipulation (manipulating social friendship groups, ostracising, marginalising)

Some of the reasons why people may be bullied include*:*

- *Sex based bullying which includes unwanted physical contact, sexually abusive or sexist comments*
- *Racially motivated bullying*
- *Faith based bullying*
- *Cultural differences*
- *Special educational needs and/ or disability*
- *Homophobia. (Research evidences that learners may also experience homophobic bullying related to gender stereotyping, e.g. sensitive boys, academic boys, sporty girls, boisterous girls.)*
- *Appearance*
- *Personal Hygiene*
- *Academic ability including more able and talented or learning difficulties*
- *Perceived wealth or poverty*

Bullying behaviours may include emotional, physical, verbal, sexual, cyber, exclusion, and interference with possessions. This behaviour is considered acceptable by the perpetrator due to the target's perceived differences and their perceived lack of power within the majority community

Equality Act 2010

Bullying on the basis of the Protected Characteristics referenced in The Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, pregnancy or maternity, race, religion and belief, sex and sexual orientation, Welsh Language) will be addressed in the same way as other forms of bullying. However, it will be seen in the context of the school's commitment to promoting an environment where all members of its community are respected, valued and celebrated equally for their differences. This aspect of the anti-bullying policy has a direct link to the school's Equality Policy and Equality Action Plan. All incidents of bullying related to the protected characteristics will be recorded and reported electronically through the SIMS Behaviour Management system.

Cyber Bullying

Cyberbullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet to deliberately upset someone else. Cyberbullying is different to other forms of bullying. In cyberbullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as the possible risks and repercussions can be harder to control and curtail.

Cyberbullying can take many forms such as:

- Threats and intimidation;
- Harassment or stalking;
- Vilification and defamation;
- Peer rejection and exclusion;
- Identity theft;
- Unauthorised access and impersonation;
- Publicly posting, sending or forwarding personal or private information or images; Manipulation
- Blackmail

The reasons why people may be a victim of cyberbullying are the same and the reasons for other types of bullying (noted above), for example for reasons related to their protected characteristic, their appearance or their personal hygiene.

The following technologies can be used as vehicles for cyberbullying:

- Mobile phones;
- Instant messenger and Voice over Internet Protocol (VoIP) Chatrooms and message boards
- E-mail Webcams
- social network sites Video-hosting sites
- Virual learning environments (VLEs)
- Gaming sites, consoles and virtual worlds

It is recognised that in the case of cyberbullying, the victim and aggressor may not be on the school premises

at the time when the incidents occur. However, the school recognises its responsibility to address the problem where possible and will take action to prevent incidents of this kind. This may include liaising with Gwent Police. It is also recognised that 'bystanders' can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions. Pupils, parents and staff should also refer to the School's Digital Learning and ESafety Policy for further information and details on how cyberbullying is discouraged.

Signs of bullying

Bullying can cause serious psychological damage. A pupil who is being bullied may display some of the following signs:

- Becomes frightened of coming to school, or frightened to attend specific lessons or go into specific areas of the school
- Makes changes to their usual routine
- Becomes more withdrawn or anxious than previously
- Begins stammering
- Threatens to run away or runs away
- Self-harms
- Threatens suicide
- Begins to perform poorly at school
- Frequently has missing or damaged possessions
- Is always asking for extra money or never has money
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable
- Begins to bully others
- Stops eating or attending meals
- Is afraid to use the internet or a mobile phone
- Becomes nervous when a cyber message is received
- Appears more tired than usual (due to sleep disturbance, including bed wetting);
- Appears anxious and suffers from low self-esteem;
- Is reluctant to go out into the playground/yard and
- Is reluctant to use toilet facilities
- Is reluctant to discuss reasons for any of the above

A pupil's guide to how to respond if you are being bullied :

a. Here at Penpych Community Primary School we offer a proactive, sympathetic and supportive response to anyone who is the victim of bullying.

b. If you are being bullied the following responses should help:

c. Be proud of the ways in which you are different – everyone is unique so everyone is different from everyone else.
d. If you are being bullied, try to stay with friends as much as possible.
e. When the bullying starts, try to stay calm. People who bully often like the fact that they can 'wind you up'. They like the feeling of power that they have and they want you to react.
f. Breathe deeply or count to 10 in your head. Remind yourself that you don't deserve this treatment.
g. You may want to walk away from the situation. Sometimes this will help as the bully is not getting the

reaction he/she wants. (Remember that you should always tell someone what has happened).

h. Try explaining to the bully that his/her words/actions are upsetting; he or she may not be aware of
i. this. 'I don't like what you are saying about me. I want you to stop.'
j. If the bullying continues, try not to show your feelings. Walk away quickly, quietly and confidently, even if you don't feel that way inside.
k. The bully will not stop if he/she thinks he/she can get away with such behaviour. Discuss the problem with your friends and/or a family member.
l. Tell a member of staff or ask your friends to tell a member of staff on your behalf.
m. Keep a diary of the words or behaviour the bullies use to hurt you. Try to write the date, the time, what happened and who was involved. This is useful to your parents/guardians and teachers when they are trying to stop the bullying.

A pupil's guide on how to respond if you think someone is being bullied and how to prevent bullying

a) If the pupil being bullied is in any danger, fetch help. If you are outside school phone 999. If he or she is not in danger, your presence may ease the situation so remain together.
b) Show that you and your friends disapprove of any bullying behaviour.
c) Give sympathy and support to other pupil/s who may be bullied.
d) Be careful about teasing or making personal remarks. If you think individuals might not find your
e) comments funny don't say them.
f) If you know of bullying, tell someone. The target may be too scared or lonely to tell.
g) Remember it is helpful if allegations of bullying are supported with evidence. If bullying occurs via social networking sites or mobile technologies, take screenshots. Copies should be printed and given to or information forwarded electronically to a member of staff.

Parents' guide to bullying behaviours

The school is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

Whenever a serious case of bullying is uncovered the parents or guardian of both the victim and the bully would normally be informed either in writing or by personal contact.

If your child is being bullied:

Parents along with peers will probably be the first to hear of a bullying incident. Parents should contact their child's class teacher if they are worried. It is essential to stay calm, supportive and find out the facts of the situation; bullying can be complex to understand as it is possible that the parties involved will have varying perceptions of the events under investigation. Reassurance will be needed in order to persuade your child that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that correct information is passed to the school.

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?
- What form did the bullying take?

When you inform the school of these details, you will be told how the school will proceed; this will normally begin with an investigation into the allegations (see below for details). Be reassured that this will be managed sensitively with the needs of all the pupils involved carefully considered and investigated thoroughly. You will want to ask what you can do to support the school's actions to support your child. You will also want to make a note of the suggested strategy the school intends to take. Stay in touch with the school and inform the school of how things are improving. Establish further contact if necessary. Ensure you keep records of all incidents your child shares. (Who? Where? When? Why? What form of bullying behaviour?) This helps to track events should the bullying behaviour continue.

If your child is involved in the bullying:

It is very upsetting when your child is involved in bullying behaviour. It is important to work with the school to modify the patterns of behaviour which are causing your son/daughter to bully. Do not panic and blame yourself. Acknowledge that these things do happen and the school has mechanisms in place to deal with this issue. It is helpful to recognise some of the reasons why pupils behave in this way from time to time. Children sometimes bully others because:

- They are not aware of how hurtful it is
- They are copying the behaviour of older siblings or people they admire
- They have a temporary difficulty integrating in their peer group
- They are bullying others because of encouragement from friends
- They are going through a difficult time personally and need help
- They have not yet learned satisfactory ways for making firm relationships

To stop your child from being involved in bullying behaviour:

- Talk with your child and help them to understand that what they are doing is unacceptable as it makes other pupils unhappy
- Discourage other members of the family from using aggressive behaviour in order to get what they want
- Suggest ways of joining in activities with other pupils without bullying
- Liaise with the school
- Make time to have regular chats about how things are going at school
- Check that your child has identified an adult at school to whom he or she can go to if she or he has a problem or a worry of any kind. They need to have a good relationship with this person.

Prevention of Bullying

Please note that the school will want to and need to take action if bullying behaviour occurs. The matter will be sensitively handled but it needs to be effective. Sanctions will link with those outlined in the School's Behaviour Policy. Where identified adjustments need to be made for learners with additional needs, the Additional Leaning Needs Coordinator (Additional Leaning Needs Coordinator (ALNCo)) will be involved in decision making

The school aims to prevent bullying from becoming established. This is achieved by establishing a culture in which bullying is not tolerated and where it is seen as the responsibility of all members of the school community to report any instances of bullying.

- Penpych Parliament provide a forum where our children can raise general issues of concern
- The curriculum is used as a vital means of teaching children and young people how to manage these feelings and specific issues are addressed in PSE, Assemblies and class time
- The School Based Counselling Service, Emotional Literacy Support (ELSA) and Restorative Justice system exists to support individuals in need.
- Staff within school respond to all incidents of unkind words and behaviour in a restorative manner. We regard this as an important prevention strategy.
- We work with a variety of other outside agencies who may help in bullying related incidents including Families First, Counsellors, Educational Psychologists, local Police force, Welsh Government Guidelines and documentation - Respecting Others – WG Anti-Bullying Guidance, 2011

Procedures for investigating a case of suspected bullying

Bullying events may be identified in several ways:

- Disclosure to a member of staff by the individual being bullied
- Disclosure to another pupil by the individual being bullied
- Witnesses to specific bullying events
- Suspicion of bullying based upon the indicators listed above.

In all cases an allegation of bullying should be treated seriously, open, fairly and investigated thoroughly. Clear procedures will be followed to stop the bullying. All learners will be supported if they have been bullied. Regular check-ins will ensure the bullying has stopped. We will work hard to ensure no learner has to move schools as a result of bullying.

All members of staff have a duty to respond straight away if they suspect, or are made aware of, a case of discrimination and/or bullying. It may be possible for the staff involved to carry out an initial investigation; however, the preferred route is for staff to make a note of the date, time and nature of the incident and pass evidence onto the relevant class teacher for investigation of the matter, in conjunction with a Senior Member of Staff.

An investigation of bullying will take time: there are no instant solutions. However, the member of staff

investigating should take the following steps:

- Target(s), perpetrator(s) and Witness (es) will be interviewed by the member of staff investigating. All parties will be reassured of the discretion of the school in dealing with such matters within the limits of our confidentiality policy. The target(s) in particular should be reassured that the matter will be dealt with and is being treated seriously.
- If the target reports the matter, they should be spoken to first. If not, any witnesses should be interviewed, followed by the accused pupil and finally any bystanders.
- All pupils involved in the situation should be given a fair hearing and be permitted to tell their version of events without comment upon the nature of the behaviour described.
- A written summary of the information gathered should be made, and agreed by the individuals involved. This is important as it will enable the victim and witnesses to feel reassured that action is being taken, and for the accused party to feel that they have had a fair hearing.
- Remember that it can be hard to establish the facts.
- A problem solving approach which avoids blame can be more effective in clarifying the situation and achieving change.
- All incidents of discrimination and bullying related to the protected characteristics, SEN, appearance and personal hygiene will be recorded and reported using the SIMS behaviour management system.

Action by the school:

If it is felt that bullying has taken place, the victim will be told that action will be taken to prevent bullying from continuing in line with the School's Behaviour Policy. The school may respond to incidents of bullying which take place outside of the immediate authority of the school. The perpetrator needs to understand the effects of their actions upon the target, and will be given support in order to modify their behaviour, including, if appropriate, ELSA or counselling. If, in spite of support, the bullying behaviour continues, there are a number of possible sanctions available to the school. These may include:

- A verbal warning, recorded in the perpetrator's file
- A letter of apology to the target, with a copy to be kept on file. This letter can be scribed if appropriate. A verbal apology would be appropriate for children at foundation phase
- Referral to the Head teacher for action in the case of persistent or severe bullying (in cases of severe and persistent bullying this may include exclusion).

The target of the bullying will receive support from the school ELSA, School Counsellor or other supportive adults as required and their recovery will be closely monitored by a nominated adult who works closely in partnership with the target's parents.

Partnership with Parents

Whenever a serious case of bullying is uncovered the parents or guardian of both the target and the perpetrator will be informed either in writing or by personal contact. This contact may involve class teachers, Deputy Head or Head teacher.

Follow Up

Learner follow up check-ins will take place periodically to ensure the bullying behaviour has stopped and that the learner feels safe. If there are any further incidents, the appropriate senior leader will be informed immediately and appropriate action in line with the school behaviour policy will be implemented. Where identified adjustments need to be made for learners with additional needs, the Additional Leaning Needs Coordinator (Additional Leaning Needs Coordinator (ALNCO) will be involved in decision making.

No learner in our school will have to move schools to escape bullying behaviour.

Should we receive a new learner to our school, we will discuss with parents/carers the reasons why the child has moved from their previous school. If parents/carers provide information that suggest that the learner has experienced bullying we will monitor the learner in order to determine their emotional needs. We will support the learner through ELSA/school based counselling should they need support

Recording Incidents of discrimination and/or bullying and analysing the information

The Headteacher will maintain an electronic record of incidents of discrimination and bullying and will prepare internal reports in order to analyse any specific patterns or trends. This information will inform in- school strategic planning and partnership work where appropriate.

The Headteacher will forward termly reports to the Local Authority in order for the Local Authority to analyse any specific trends at school and local level. Local Authority patterns of behaviour will be shared with schools regularly in order that the school can respond appropriately to locally identified needs.

Links with other policies

- Behaviour
- Child Protection
- Complaints
- Equality
- Health and Wellbeing
- Digital Learning
- E safety
-

Welsh Government: *Rights, Respect, Equality Statutory Guidance 2019*

This series of guidance materials offers further information and advice around developing anti-bullying policies and strategies and for responding to incidents of bullying. The guidance materials cover bullying around race, religion and culture; bullying around special education needs and disabilities; homophobic bullying; sexist, sexual and transphobic bullying; and cyberbullying. There is specific guidance for Governors, Parents and children.

https://gov.wales/rights-respect-equality-guidance-schools
https://gov.wales/rights-respect-equality-guidance-parents-and-carers
https://gov.wales/rights-respect-equality-guide-children

However, the school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, thus:

- If it emerges that a pupil is responsible for bullying other children outside school, then this matter will be addressed and (if appropriate) the perpetrator's parents informed.
- If a child is found to be the victim of bullying outside school, then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents will be informed.
- If there are more general concerns about children's safety outside school, then the local police will be contacted and their help sought in making the area around the school premises more secure.
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to the Social Services Department (see Child Protection Procedures).
- If children are being bullied by pupils of another school, the Head of that school will be informed and invited to deal with the matter.