

Alltwen Primary School
Discipline and Anti-Bullying Policy



Our School Vision – ‘Kind hearts, healthy minds, happy lives- a safe and friendly school where everyone belongs to the Alltwen family’

Introduction

At Alltwen Primary School, we believe that all children have the entitlement to learn in an environment where they feel happy, safe and secure. Children are obliged to attend school and thus we believe that the responsibility for providing a caring and protective environment lies with all adults working in the school. When bullying does occur, we hope that parents and children feel confident to report the behaviour secure in the knowledge that any reports made will be taken seriously and dealt with appropriately.

“New learners enter the social world of schools every year and new forms of bullying are also constantly developing. In an environment where children and young people’s interests and activities are changing, helped by new technology, this is not surprising. That is why we need to frequently renew our efforts to understand and challenge this complex behaviour and evaluate what we do. It is important to remember most children or young people do not bully others and positive caring behaviour can be the norm if the right school culture is developed.” WG Rights, respect, equality: Statutory Guidance for Governing Bodies of Maintained Schools page. 13.

“Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in school must respect children’ dignity and their rights. Richer countries must help poorer countries achieve this. *(Article 28 United Nations Convention on the Rights of the Child)*

“Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this”. *(Article 24 United Nations Convention on the Rights of the Child)*

Our School Rules:

We are kind
We are respectful
We think before we act

The aims of this Policy are to:

- Create a caring and safe community within which everyone has self-respect and respect for others.
- Share our rewards system.
- Share our consequence system.
- Raise awareness of governors, staff, children and parents as to the nature of bullying and its consequences.
- Devise a whole school strategy in line with the United Nations Convention for the Rights of the Child
- Support any targeted pupil and witnesses of bullying by way of clearly understood procedures.
- Share the processes which are in place for those learners who require Team Teaching
- Devise a whole school strategy for dealing with bullying in a caring and professional manner.

The objectives of this Policy are:

- Translate policy into good practice.
- Seek the support of all responsible adults associated with the school.
- Establish and consolidate procedures for dealing with rewards, consequences and bullying.
- Inform Governors, staff, pupils and parents of these procedures.
- Encourage all pupils to be actively involved in helping to deal positively with the problem of bullying.
- Review and evaluate strategies employed on a regular basis.

Rewards:

The school's rewards and consequences poster is clearly displayed in all classrooms and general areas. A selection of pupils are rewarded each week during our Friday achievement assembly. During this assembly we also celebrate our pupils' personal achievements in their given talents: swimming certificates, piano achievements and Cubs etc.

Dojos awarded are displayed clearly in class to encourage celebration. Where a more bespoke process of rewarding positive behaviour is required, an individualised reward system will be used to supplement the dojo system (this would be identified in the learner's IDP).

Consequences:

The school's rewards and consequences poster is clearly displayed in all classrooms and general areas. Our list of consequences are linked directly to the school rules. These rules and consequences are shared regularly to the pupils in class and whole school assemblies. There may be incidents where the school will contact the 'Wellbeing' team for assistance in dealing with behaviour. (Appendix A)

Physical Intervention:

There may be occasions where staff must use physical intervention, such as Team Teaching, to keep all pupils safe. The children Act 1989 makes clear that the paramount consideration in any decision should be the best interest of the child concerned. Article 19 from the UNCRC states that "... children are protected from all forms of violence...". Paramount in this context means that it should be the first thing people think about and it takes precedence over other considerations. Staff may feel the need to use proportionate reasonable force to....

- + protect people,
- + protect the school's property,
- + prevent a pupil behaving in such a way that seriously disrupts school activities,
- + requires a pupil to comply with a reasonable instruction.

Team Teaching

- At times, pupils may require staff to provide "Team Teaching" to maintain the pupil's own safety, as well as the safety of their peers and staff.
- For children who have been assessed as requiring the additional measure of "Team Teaching", a Risk Assessment and Positive Handling Plan will be devised between school and home. This will usually also involve support and advice from external agencies, such as the Inclusion and Wellbeing Team.
- This will be signed and agreed by the school and pupil's parent/carer.
- Additional Learning Provision such as Team Teaching will also be identified in the pupil's IDP. A log of any incidents of Team Teaching will be logged in documentation provided by the Neath Port-Talbot Inclusion and Wellbeing Team.
- All staff who are involved in Team Teaching will have received training in this additional measure of physical intervention from the Wellbeing and Inclusion Service.

What is bullying?

There is no legal definition of bullying in Wales or indeed in Great Britain. Therefore the definition used in this policy builds upon widely used principles established in the UK since 1993. At Alltwen, bullying is defined as:

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

For children the difference between being rude, mean and bullying is very difficult to understand. This is made clear to all pupils by displaying our 'What is bullying?' poster. (Appendix B) Bullies exist within all social classes and at all age groups and their behaviour has an adverse effect on everyone.

Bullying can be:

physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation,

verbal – taunts and name-calling, insults, threats, humiliation or intimidation,

emotional – behaviour intended to isolate, hurt or humiliate someone,

indirect – sly or underhand actions carried out behind the target's back or rumour-spreading,

online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video,

relational aggression – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble,

sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted,

prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

WG Rights, respect, equality: Statutory Guidance for Governing Bodies of Maintained Schools page. 18.

Victims of bullying suffer physical and psychological abuse which can lead to isolation, loneliness, insecurity and many other effects resulting from the hostile environment in which they find themselves. Bullying can sully the atmosphere of a class and, in extreme cases, the ethos of the whole school. Peer group pressure may even result in less aggressive children being drawn into victimising other pupils.

As a school we have constantly encouraged children not only to treat others with respect and courtesy but also to take responsibility for safeguarding the rights of others in line with the articles (previously identified as 24 and 28) of the United Nations Convention of the Rights of the Child. Our aim has been to try to ensure that when bullying does occur, the perpetrators can expect the disapproval not only of adults but also their peers. We aim to ensure that victims of bullying can be confident of support and the knowledge that something will be done. Stress is placed on the importance of the active co-operation of pupils and the adage: **If you are being bullied – TELL SOMEONE.**

It is everyone's responsibility to prevent bullying and as a school, we rely on the input of all adults associated with the school. We aim to adopt a positive approach, raising awareness and building on the trust between pupils and staff.

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. The Welsh Government expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group,

a one-off fight – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual,

an argument or disagreement – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views,

a one-off physical assault – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate,

insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed,

a one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

WG Rights, respect, equality: Statutory Guidance for Governing Bodies of Maintained Schools page. 19.

Signs of bullying

Children are encouraged to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that everyone watches out for changes in behavior of victims of bullying.

Strategies to deal with bullying

It is everyone's responsibility to prevent bullying and therefore, this Policy relies upon the input and ownership of all adults and children associated with our school. The school will react firmly and promptly when bullying is identified, and time will be spent not only with the victim but also considering reasons why the child becomes a bully.

Children are reminded regularly by means of whole school assemblies, the Health and Wellbeing Area of Learning and Experience, Circle Time and informal discussions that bullying of any form will not be tolerated. Children know that there is no place for bullies at Alltwen Primary School and the victim will always be supported. The annual Anti-bullying week provides an opportunity for us to revisit key issues relating to anti-bullying. The articles related to the UNCRC are used to underpin and explore the theme of anti-bullying and positive behaviour choices.

The following range of strategies are available depending on the severity of the incident:

1. Talk with the target child and perpetrator and any witnesses.
2. Referral to senior members of staff, Deputy Headteacher and Headteacher and, where necessary, outside agencies.
3. Discussion with parents and children.
4. Removed from the privileges of attending certain events.
5. Exclusion from school during the lunch-time period.
6. Exclusion from school for a set period of time.

As a community, we will support any child who is a victim of bullying and do all in our power to help bring about a change in the behaviour of the bully. This will only be achieved by a calm, professional approach with care taken to establish the facts related to any particular incident and everyone involved consulted. Peer group pressure should be used to encourage positive behaviour and discourage bullying through Circle Time and peer support for example. The practice of "Bucket Filling" is displayed and used in every classroom. Acts of kindness towards others are physically demonstrated by the child who has displayed an act of kindness being allowed to place an object e.g. pompom in the class "bucket". The same object can be removed from the bucket for acts of unkindness - "Bucket Dipping". This supports the child's understanding of the positive impact of kindness both for others, and for themselves.

When referring to the roles played in bullying incidents it is preferable not to label children and young people as a 'victim' or 'bully' because:

+ Learners are often encouraged to 'hate bullying' which can then translate into hating individuals who bully. It is a label a child or young person can internalise and live up to, or it can impede their ability to change their behaviour. By not labelling someone a bully, space opens up to help them change their unacceptable behaviour and use their power or leadership in other ways. It is helpful to separate the person from the behaviour to allow the person to change. Their behaviour is disliked or unacceptable, but they are not hated as individuals

+ Labelling learners 'victims' can entrench their 'otherness' and ensure they are not accepted by their peers. They are seen as weak and many children and young people avoid them for fear of being seen in the same way. Some targeted children or young people begin to believe it is their fault they are bullied and see themselves as a victim.

To reflect this the school uses the terms 'target' and 'perpetrator'. There are many roles played by all who are involved, including bystanders who witness bullying. It is not always clear-cut.

WG Rights, respect, equality: Statutory Guidance for Governing Bodies of Maintained Schools page. 16.

Tackling Bullying

All members of staff are encouraged to give serious consideration to the following:

- Bullying and anti-social behaviour will almost certainly exist in any community of children.
- That such behaviour can be tackled by positively teaching more acceptable behaviour. If children are unable to relate to other children properly, then we must teach them how to.
- We should foster feelings of empathy with the emotions and sensitiveness of others, especially with victims of bullying.

In this school incidents of aggressive behaviour are normally dealt with by the class teacher of the child concerned and recorded on an incident log. If appropriate, the class teacher will discuss the incident with the child's parents. If incidents are considered serious the Headteacher is informed and discussions will take place as to the best course of action.

In the event of bullying:

- The Headteacher or Deputy Headteacher is informed either by a parent, child, teacher, dinner supervisor or whoever.
- The Headteacher or Deputy Headteacher has a meeting with the child who is being bullied. Then, if the situation warrants it, if the child has revealed clear signs of being bullied, e.g. not wanting to come to school, not sleeping, trying to stay in at playtime, pretending to be ill etc with the victims permissions, a meeting will be arranged with everyone involved in that particular incident.
- A record of any alleged bullying is recorded Records on the school's online system for recording safeguarding concerns: "My Concerns".
- A meeting takes place. At this stage, it is important that the right atmosphere is created. There should be a positive and friendly approach. Emphasise that everyone has been invited in the hope that they might help.
- The Headteacher explains that the bullied child is very unhappy. Emphasis should be placed on the feelings of the victim – this should be done sensitively and with empathy for the bullied child. Then the group is invited to make suggestions as to the way forward.
- It is important that all the suggestions are written down and treated seriously. It is important not to allow sides to infringe.

- When everyone has had an opportunity to contribute, all suggestions can be summarised and a plan drawn up.
- Arrange a time and date for the next meeting if it is required.
- If all goes well, everyone should be praised and the bullied child given the opportunity to say how much happier he/she feels. Everyone should be thanked for helping resolve a difficult situation.
- If problems continue, then the situation needs to be investigated further and more ideas adopted and tried and another meeting arranged. It may be that other children, not part of the original group, have caused problems – in which case, they may need to be included in a meeting.

The aim is to help create and maintain a positive ethos in the school and a shared sense of values. It is important that children understand that learning expands beyond the curriculum and into personal relationships.

Parents should be involved at an early stage. Incidents of bullying should be recorded in a consistent way that allows for monitoring. Research has shown that having an agreed policy to combat bullying does help if that policy is consistently applied and agreed upon.

The role of governors:

The governing body supports the head teacher in all attempts to eliminate bullying from the school. The governing body takes very seriously any incidents of bullying that do occur and ensures that they are taken very seriously and dealt with appropriately.

The governing body monitors and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the head teacher

It is the responsibility of the head teacher to:

- implement the school anti-bullying strategy
- ensure that all staff (both teaching and non-teaching) are aware of the school policy
- know how to deal with incidents of bullying
- report to the governing body about the effectiveness of the Anti-bullying policy, on request
- ensure that children know that bullying is wrong, and that it is unacceptable behaviour in the school
- ensure that all staff understand what procedures to follow when an accusation of bullying arises

The role of the teacher

Teachers take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class. All incidents of bullying that occur and are reported, are recorded in the incident book, as are actions taken.

Teachers, who become aware of any bullying taking place, deal with the issue immediately by:

- talking to the child who has bullied, with explanation of why the actions of the child were wrong
- endeavour to help the child change his/her behaviour in future
- record details of the incident(s) and inform the **Headteacher** and child's parents if the behaviour is repeated
- employ 'restorative practices', bringing the bully and victim together, so that the victim has an opportunity to let the bully know his/her feelings

Teachers take part in behaviour management training, which enables them to become equipped to deal with incidents of bullying and unacceptable behaviour.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying:

- should contact their child's class teacher immediately in order that difficulties in relationships in school can be sorted out in school **rather than parents intervening themselves**
- actions should be agreed at this meeting and parents will be given feedback as to the outcome
- should also make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated

Parents have a responsibility to support the school's anti-bullying policy actively encouraging their child to be a positive member of the school.

Equal Opportunities

At Alltwen Primary School we aim to secure, for all children in our school, a broad, balanced, inclusive and progressive education. This is the right of all children, irrespective of social background, culture, ethnicity, gender, ability or disability.

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and many people, at some stage, may have been involved in a bullying incident. It is important that everyone keeps an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully, where insufficient proof is available.

Monitoring

This policy is the Governors' responsibility and they review its effectiveness every three years. However, in the event of a new Government, WAG or LEA regulation or initiative change it will be reviewed accordingly. A review will be required sooner if there are any significant changes to the premises, staff or procedures.

Appendix A

| Nursery & Reception Rewards and Consequences | |
|--|--|
| Category | Details |
| Dojo Rewards | 20 - Sticker 40 - Choose a song to sing with class 60 - Wear dress-up outfit to school 80 - Treat Chest in class |
| Half-Term Reward | Most improved behaviour award = Class privilege |
| Rule 1: We are kind | 1st offence - Reminder and apologise 2nd offence - Reminder and apologise 3rd offence - Lose a dojo / Possible phone call home |
| Rule 2: We are respectful | 1st offence - Reminder and apologise 2nd offence - Reminder and apologise 3rd offence - Lose a dojo / Possible phone call home |
| Rule 3: We think before we act | 1st offence - Reminder and apologise 2nd offence - Lose a dojo / Possible phone call home 3rd offence - Miss a playtime / Possible phone call home |

| Year 1 & 2 Rewards and Consequences | |
|-------------------------------------|---------|
| Category | Details |

| | |
|---------------------------------------|---|
| Dojo Rewards | <p>25 - Choose favourite song or story for class to listen to</p> <p>50 - Wear slippers in class</p> <p>75 - Non-school uniform</p> <p>100 - Shoutout on ClassDojo to Parents/ Carers</p> <p>125 - Golden Chest</p> |
| Half-Term Reward | Most improved behaviour award = Class privilege |
| Rule 1: We are kind | <p>1st offence - Reminder and apologise</p> <p>2nd offence - Lose a dojo</p> <p>3rd offence - Miss a playtime / Possible phone call home</p> |
| Rule 2: We are respectful | <p>1st offence - Reminder and apologise</p> <p>2nd offence - Lose 1 dojo</p> <p>3rd offence - Miss a playtime / Possible phone call home</p> |
| Rule 3: We think before we act | <p>1st offence - Reminder and apologise</p> <p>2nd offence - Lose 1 dojo</p> <p>3rd offence - Miss a fun activity / Possible phone call home</p> |

| Year 3 & 4 Rewards and Consequences | |
|--|---|
| Category | Details |
| Dojo Rewards | <p>50 - Choose favourite song or story for class to listen to</p> <p>80 - Wear slippers</p> <p>110 - Golden chest</p> <p>140 - Shout out on ClassDojo to Parents/Carers</p> <p>170 - Non-school uniform</p> <p>200 - Sit by a friend in lessons</p> |
| Half-Term Reward | Most improved behaviour award = Class privilege |
| Rule 1: We are kind | <p>1st offence - Write a sorry card/note</p> <p>2nd offence - Lose 1 dojo and sincere apology</p> <p>3rd offence - Miss a playtime, write out school rules / Possible phone call home</p> |
| Rule 2: We are respectful | <p>1st offence - Reminder and apologise</p> <p>2nd offence - Lose 1 dojo and sincere apology</p> <p>3rd offence - Miss a playtime, write out school rules / Possible phone call home</p> |
| Rule 3: We think before we act | <p>1st offence - Lose 2 dojos</p> <p>2nd offence - Miss a playtime, write out school rules / Possible phone call home</p> <p>3rd offence - Miss a fun activity / Possible phone call home</p> |

| Year 5 & 6 Rewards and Consequences | |
|-------------------------------------|---|
| Category | Details |
| Dojo Rewards | 50 - Choose favourite song or story for class to listen to 80 - Sit by a friend in lessons 110 - Shout out on ClassDojo to Parents/Carers 140 - Help out in another class or 5 extra dojos 170 - Non-school uniform 200 - Hot chocolate with the headteacher |
| Half-Term Reward | Most improved behaviour award = Class privilege |
| Rule 1: We are kind | 1st offence - Lose 1 dojo and apologise 2nd offence - Write a sorry card/note 3rd offence - Miss a playtime, write out school rules / Possible phone call home |
| Rule 2: We are respectful | 1st offence - Reminder and apologise 2nd offence - Lose 1 dojo 3rd offence - Miss a playtime, write out school rules / Possible phone call home |
| Rule 3: We think before we act | 1st offence - Lose 2 dojos 2nd offence - Miss a playtime, write out school rules / Possible phone call home 3rd offence - Miss a fun activity / Possible phone call home |

Appendix B

When someone says or does something hurtful by accident and they do it once that's RUDE.

When someone says or does something hurtful on purpose and they do it once, that's MEAN.

When someone says or does something hurtful on purpose and they keep on doing it even when you tell them to stop or show them that you're upset, that's BULLYING.