



Llantilio Pertholey
Church in Wales Primary School

Pupil Relationship Policy

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour through positive relationships and good pupil discipline.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil discipline at Llantilio Pertholey Primary School. Schools have a duty to promote the well-being of pupils. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Aims

The aim of Llantilio Pertholey Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. This policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where we all feel happy, safe and secure.

The primary aim of the policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

“As a teacher, you want the optimal classroom environment in which you can teach and your pupils can learn. To create this environment you must increase your ability to influence your pupils to behave, in spite of the problems pupils bring with them to school”.

Lee Canter.

Assertive discipline (AD) is the underwritten policy in governing behaviour in Llantilio Pertholey Primary School. We define an assertive teacher as *“one who clearly and firmly communicates his/her expectations to his/her pupils, and is prepared to reinforce his/her words with appropriate actions”.*

Assertive teachers communicate their influences by sending a very clear message to their pupils. By doing this an assertive teacher is empowered to reach his or her own professional goals, and also meet the needs of pupils. Importantly it is also a way of encouraging our children to take responsibility for their own behaviour. It provides an opportunity for children to change their behaviour if they choose to do so.

AD works through the effective use of positive praise. Care is taken to reward pupils who are behaving well and positive statements are used to challenge poor behaviour. It is well researched that by praising a child who is sitting up nicely that this can also influence children who are not sitting up nicely. At Llantilio Pertholey Primary School we have agreed that this technique will always be our first strategy for improving behaviour. The phrases “I like the way that..... is sitting” or “Well done.....for sitting so nicely, I need you to....., I am looking for.....” should be used consistently throughout the school to ensure that we foster a positive ethos within the school.

Objectives of assertive discipline

- To encourage pupils to behave appropriately.
- To increase pupils’ self-esteem.
- To reduce problem behaviour.

- To create a positive classroom climate for teachers and pupils.
- To create a consistent approach that establishes set boundaries and expectations throughout the school.
- To empower teachers to deal with discipline problems in a calm and fair manner.
- To empower an approach that teaches good behaviour and establishes positive relationships with pupils.
- To treat all pupils equally.

In creating a positive learning environment, the staff at Llantilio Pertholey Primary School aim to:

- establish rules that clearly define the limits of acceptable and unacceptable pupil behaviour.
- to teach pupils to consistently follow rules and directions throughout the school day and year.
- to ask for assistance from parents and other agencies when support is needed.
- to establish a series of rewards and sanctions to accompany a whole school common classroom approach.
- to ensure that assertive discipline is used by other members of the school community, eg support staff, midday supervisors in a common approach.

To reinforce good behaviour, at Llantilio Pertholey Primary School we teach the children manners and values, which underpin the ethos of the school. In addition, we have a school mission statement which promotes tolerance, kindness and positive behaviour.

At Llantilio Pertholey we believe that if all staff use the same approach to the routine situations faced in school, pupils will become used to what is expected of them. This will have a positive effect on discipline. Therefore, we have a number of procedures for routine events. These are:

1. Key Questions

When intervening with a behaviour incident we should use key questions:-

I am going to speak to both of you but I am going to speak to__first. I do not want you to interrupt.

- 1. What** has happened?
- 2. What** should you have done instead?
- 3. How** do you feel?
- 4. How** can we make this better?
- 5. What** could you do next time?

2. Signal for Attention

All staff should use the same signal for attracting the children's attention.

These signals will be:

In the Yard:

Duty Teacher blows the whistle and pupils will stand still. On the 2nd whistle pupils will walk quietly into their appropriate lines. Teachers and support staff take responsibility for their own lines.

Indoors:

Teacher will say '***un dai tri barod***' and then raise their hand in the air. Pupils will raise their hand with the teacher and show they are listening by not talking and by looking at the teacher.

3. Walking around the School/Entering and exiting classrooms

All pupils will walk around the school in an orderly manner for safety and in order not to disturb other classes. They will leave and enter classrooms in a safe and calm manner.

4. Assembly Routines

Before entering the hall children need to be settled to ensure that all pupils will come into assemblies silently. Any pupils who are inclined to talk to each other should be separated from each other during assembly time.

Behaviour in the classroom

The general classroom rules are the first part of the classroom discipline plan. The rules are displayed in every classroom and they are also displayed in communal areas of the school. In addition rewards and sanctions are also displayed in the classrooms. The agreed rules, rewards and consequences need to be **regularly revised** with the children to ensure that all children stay familiar with discipline procedures.

In addition, the classroom environment must be conducive to positive discipline (See Classroom Organisation Policy), and the curriculum must also provide enough support, challenge and differentiation to meet all of the needs of the pupils.

Noise levels within classrooms will vary according to pupil task. However, shouting and loud voices are generally not acceptable. Pupils need to be taught to use the right voice within the classroom. Even younger pupils who are learning through play should be quickly taught how to use the right voice and how to play in a manner that is suitable for the indoor situation.

Rewards and Sanctions Overview

Our approach to celebrating positive behaviours and addressing negative actions and choices is shown in our 'Be a Proud Busy Bee' poster that is displayed around the school and in every classroom.

Fixed-Term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In the event of considering a fixed-term or permanent exclusion, Local Authority guidelines will be referred to and, where appropriate, protocols relating to the exclusion of looked after children followed. See Appendix A for examples of behaviour that may warrant exclusion.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has a Discipline Committee whose role is set out in strict guidelines whenever a child is excluded from school. The Headteacher is not a member of this committee.

Recording, Monitoring and Evaluating Behaviour

Serious behavioural incidents and those relating to the Local Authority's Strategic Equality Policy are recorded and reported to Monmouthshire County Council on a termly basis.

The Role of Pupils

Our various pupil leadership groups play an active role in reinforcing and developing our school behaviour, culture and ethos. Throughout the year they will lead on various wellbeing, behaviour and bullying activities, for example.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and cooperate 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.

We explain the school's Code of Conduct in the school prospectus, and we expect parents to read this and support it.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by children/parents/guardians/or 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, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-Teaching Staff

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

The Role of the Class Teacher

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

Our teachers 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 operate an 'open door' policy for children. During periods throughout the day (mainly at break and lunchtime) teachers are available for pupils to go and have a 'private chat' about their concerns.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

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.

Role of the Headteacher

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.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Relationship 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 misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Challenging pupils

Where pupils exhibit challenging behaviour, staff will be given support and advice from the Headteacher and the ALNCo. Consideration will be given to how best to deal with the challenging behaviour. A positive approach will continue to be used, and all staff will work collectively to ensure that that child behaves well at all times. It may be appropriate to write a Behaviour Plan for individual pupils.

Parents will always be informed when pupils prove to be constantly challenging and every effort will be made to ensure that a partnership approach is used between home, school and pupil.

Pupils who fail to respond to a positive and consistent approach will be referred to SPACE-Wellbeing Monmouthshire.

Appendix 1

This appendix provides a non-exhaustive and non-binding set of examples of behaviour that may lead to fixed-term or permanent exclusion (source: MCC Permanent Exclusion Form). Please note that in investigating occurrences of such behaviour, a number of factors, including background circumstances, will be taken into account before deciding whether exclusion is the most appropriate sanction.

Behaviour Examples include:

Physical assault against pupil	Fighting Violent behaviour Wounding Obstruction and jostling
Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
Verbal abuse/ threatening behaviour against pupil or adult	Threatened violence Aggressive behaviour Swearing Homophobic abuse and harassment Verbal intimidation Carrying an offensive weapon
Bullying	Verbal bullying Physical bullying Homophobic bullying Racist bullying
Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
Drug- and alcohol-related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
Damage	Vandalism Arson Graffiti
Theft	Stealing school property Stealing from local shops on a school outing Selling and dealing in stolen property
Persistent disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules

Appendix 2

School Expectations of Behaviour

Rewards

- Praise
- Stickers
- Class Dojo points
- Exceptional sticker to take home
- Exceptional effort certificates. (Friday assembly- 2 children each week)
- Note home from teacher (at least 1 child per class each day)
- Phone call home (at least 1 child per class each week)
- Headteacher letter (at least 1 child per class each half term)

Sanctions

- Positive reinforcement. (I like the way that...)
- Reinforcement of the rule. (I need you to.....)
- First warning.
- Removal from the group for 2 minutes.
- Child's name and behaviour recorded in the class Behaviour Book. The pupil in question to take the book to the Headteacher.
- If a child is entered into the diary on three separate occasions then phone calls may be made to parents. In extreme cases pupils will be excluded.

Behaviour at Lunchtime and on the playground

1. Midday Supervisors (MDS) are to use Assertive Discipline in their approach to the behaviour at dinnertime.
2. Rewards are given in terms of stickers and weekly certificates.
3. Regular breaches of School Rules are to be logged.
4. MDS are to inform the class teacher if a child has been logged.
5. If a child is logged three times Mrs. King will be informed and parents may be contacted.
6. Children may be sent home at lunchtimes after parents have been informed if inappropriate behaviour continues.
7. Children to address MDS by their surname and not by their first name.

Rewards

- Praise
- Stickers
- Praise in front of your class teacher

Consequences

- Positive reinforcement
- A warning
- Time out – 2 minutes away from group
- Time out – 5 minutes away from the group
- Entered into MDS log book
- MDS to speak to class teacher as teachers meet pupils from the yard.
- If name appears 3 time in the log Strategic Leadership Team to be informed by class teacher.
- The only exception to this procedure will be if children need to fast-tracked.

N.B. See fast tracking procedures.

Fast tracking

Children are sent immediately to the head teacher from class or from the yard for:

- **Excessive physical or verbal abuse** to members of school staff or other pupils
- **Refusal point blank to co-operate** e.g. Sits on the floor and will not move
- Making knowing **racist remarks**
- Carrying an **offensive weapon** or implement that could be harmful to others
- **Theft**
- **Vandalism** to school or pupil's property.

Roles and Responsibilities

- All staff should adhere to the Relationship Policy. Refer any pupils who continually exhibit poor or worrying behaviour to ALNCo.
- Class teachers and then SLT should first deal with inappropriate behaviour. (Persistent pupils to be referred to the Headteacher).
- Head Teacher to liaise with class teacher and ALNCo to make decisions on behaviour plans/charts/referral etc.
- Headteacher to deal with serious fast-tracking issues.
- Class teachers to liaise with lunchtime supervisors at end of lunchtime. Inform ALNCo of any significant problems.
- ALNCo to make appropriate referrals and advise staff of use of behaviour plans/charts etc.

Be a Proud Busy Bee!



Be Ready

Be Respectful



Be Honest



Be Hardworking

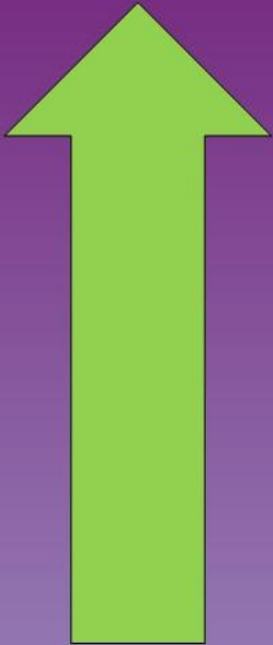


Be Kind

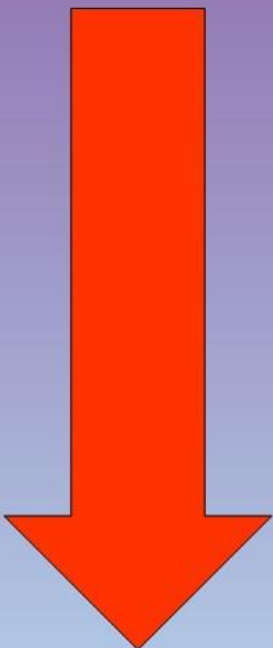




Be a Proud Busy Bee!



- 6 Letter home from Mrs King
- 5 Phone Call home
- 4 Celebration Certificate
- 3 Teacher note home
- 2 Exceptional token home
- 1 Praise, Stickers, Dojo Points



- 1 I like the way that...
- 2 I need you to...
- 3 First warning
- 4 2 minutes timeout
- 5 Miss 2 minutes of playtime & name in Behaviour Book





Llantilio Pertholey
Church in Wales Primary School

Anti-Bullying Policy

Author	Helen King
Date presented and accepted by the Governing Body	
Date shared with staff	

This policy acknowledges the Welsh Government's Respecting Others Guidance 2011 and complies with the Equality Act 2010.

Every child and young person in Monmouthshire has the right to learn in an environment where they feel safe, to be protected from harm; including all types of bullying whatever their race, religion, culture, language, gender, gender identify, abilities or needs. Bullying is one of the most damaging forms of discrimination. This guidance provides advice for schools in Monmouthshire on dealing with and reporting bullying and racial incidents.

At Llantilio Pertholey Primary School, we believe that all children have the right to respect. We are committed to providing a caring, safe atmosphere, so that they can learn and play in a relaxed and friendly manner. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know how to deal with such incidents and who to tell. We will challenge all forms of bullying and discrimination and such behaviour is unacceptable. This policy has a clear link to the Relationships Policy.

We acknowledge that bullying might take place but we have a zero-tolerance approach towards it. We believe that every young person has the right to be safe. It is everyone's responsibility to watch for early signs of distress, deterioration of learning and wellbeing, isolation and erratic behaviour. This behaviour may be an indication of other problems but it may be the early signs of bullying.

We encourage an open culture in Llantilio Pertholey Primary School where everyone within the organisation has responsibility for reporting and recording incidents of bullying. We promise that every reported incident will be taken seriously and appropriate action taken with those involved.

At Llantilio Pertholey Primary School we believe that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

Aims:

- To enable everyone to feel safe while at Llantilio Pertholey Primary School and to encourage pupils to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

Objectives:

- Our whole community can evidence ownership of the Llantilio Pertholey Primary School Anti-Bullying Policy
- To maintain and develop effective listening systems for children and staff within Llantilio Pertholey Primary School.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider school/setting community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, alleged bullying incidents.
- To communicate with parents and the wider school/setting community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

Monmouthshire's Definition of Bullying:

"Bullying is a persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/or physical harm to another person or group of people."

Estyn's Definition of Bullying:

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms."

(Tackling bullying in schools: A survey of effective practice – Estyn 2006)

Welsh Government's Definition of Bullying:

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent..."

(Respecting Others: Anti-Bullying Guidance -WG September 2011)

Llantilio Pertholey Primary School Definition of Bullying:

Bullying is a subjective experience. At Llantilio Pertholey Primary School, however, we have developed the following definition of bullying:

Bullying is a repeated pattern of deliberate behaviour that uses or creates an imbalance of power to intimidate, hurt, upset, scare, threaten, or embarrass another person or groups of people. One-off instances of hurtful behaviour, teasing or arguments between individuals of equal power would not be bullying.

All bullying behaviour usually has the four following features:

1. It is repetitive and persistent.
2. It is intentionally harmful.
3. It involves an imbalance of power.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Bullying may take many forms:

- **Emotional or Indirect** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing;
- **Physical** - pushing, kicking, hitting, punching or any use of violence, including objects;
- **Racist** - racial taunts, graffiti, gestures;
- **Sexual** - unwanted physical contact or sexually abusive comments;
- **Homophobic** - because of, or focussing on the issue of sexuality;
- **Cyber** - all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; a misuse of associated technology, i.e. camera & video facilities.

Definition of Racist Incidents

The Stephen Lawrence Inquiry, 1999 defined:

- racism as 'Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin'
- a racist incident as 'Any incident which is perceived to be racist by the victim or any other person'.

All instances of racist bullying in schools are racist incidents, as defined by the Stephen Lawrence Inquiry. Not all racist incidents, however, are necessarily instances of racist bullying. To be racist bullying one or more of the four defining elements of bullying need to be met.

For example, if two pupils have an argument in the playground, and if in the heat of the moment the one uses a derogatory term about the other's cultural or ethnic background, this would be recorded as a racist incident.

All incidents that are perceived to be racist by the victim or another person need to be investigated and reported to the LA using the E Form.

Failure to investigate, however even where an incident appears to be of a relatively minor nature, could be seen as condoning racism and could be used as evidence that a school is not taking seriously its legal duties.

When the school has completed its internal investigation the E Form must be submitted to the Local Authority. All alleged racial incidents must be reported via the E form which provides the opportunity to identify the incidents as either proven or unproven.

During all internal investigations the school may include the names of those involved in their records. When completing the E Form to send to the LA this must be anonymous and therefore not contain any personal information.

Bullying Prevention

At Llantilio Pertholey Primary School, we are constantly working to tackle bullying. We use many ways to inform staff and pupils about the subject. We show how seriously we take any form of bullying through the following:

- Anti-bullying week (at the start of each year)
- School Rules
- Assemblies
- School Council
- PSE/Circle Time
- Class management
- Monitoring behaviour closely through weekly charts and class logs
- Yard organisation

- Dinner times and playtimes being closely monitored
- Training for all staff
- Role play/ drama
- Issuing leaflets to parents and children
- Information on school website
- Poster campaigns
- Outside speakers and guests
- Suggestion/worry boxes in classrooms
- Nurture group (where necessary)
- Emphasis on team ethic through sport, P.E., collaborative group work in class, after school clubs
- Pastoral care
- R.E.

There are a range of strategies and approaches that we use as part of our school's holistic approach to bullying prevention. These include:

- Peer mentoring / buddying
- Peer mediation
- Restorative approaches
- Improving social and emotional skills
- Circle of friends
- Pupil surveys
- Worry boxes
- Circle time
- Supervision during break and lunch times
- Anti-Bullying Week at the start of each year
- Pupils groups including School Council, Digital Leaders, Criw Cymraeg
- Transition
- Positive reward systems

These strategies are supported through the curriculum or educational activities in Health and Wellbeing teaching, Circle Solutions, creative writing, drama, history and RE to prevent bullying and to promote positive behaviour and good relationships within the setting.

Our whole-school ethos which includes the motto, 'Be Kind, Be the best You Can Be'.

It is important to:

- Clarify what is meant by bullying and racism
- Have an Anti-Bullying Policy that is known by the whole school community
- Create an inclusive culture and environment
- Ensure participation of learners and their parents/carers
- Provide staff training where appropriate
- Use curriculum opportunities
- Teach about controversial issues
- Consistently challenge homophobic language and attitudes
- Develop learner support systems
- Promote positive use of technology
- Share good practice, policy and procedures with other organisations connected with the school

Roles and Responsibilities

All members of the school community have an active role to play in the prevention of bullying and discrimination behavior, to promote positive relationships and respect as well as responding to incidents when they occur.

Role of the Local Authority

Through guidance, the Local Authority (LA) encourages all schools to promote bullying prevention approaches by developing their own policy statements that include the above definitions of bullying and racial incidents and by monitoring policy and procedures. This document is intended to build on existing good practice in schools and to assist Governors, Headteachers and staff to review their current policies to ensure that they fulfil the school's legal obligations.

Our aim is:

- To encourage a climate where persons are able to feel confident if they report an incident it will not be ignored and will be dealt with effectively;
- For every school to have a whole school bullying prevention policy statement, which builds on an effective behaviour policy and code of conduct; this policy statement should be reviewed regularly (at least every two years);
- All schools to have effective policies and follow the LA procedures for tackling and reporting bullying and racist incidents to the Local Authority;
- For every school to measure and reduce the extent and nature of bullying;
- A reduction in exclusions caused by bullying;
- An increase in educational achievement;
- An increase in attendance.

The Local Authority will:

- Oversee the monitoring of reported incidents;
- Use the information from reported incidents to provide support and recommendations on a termly and annual basis;
- Provide support and information on bullying prevention policies and strategies;
- Provide training where appropriate;
- Use this information to share good practice.

Role of the Governing Body

- Ensure that every pupil has the right to learn, free from the fear of bullying or discrimination.
- Ensure that effective policies and procedures are in place

Role of the School

Schools are required to take proactive steps to tackle discrimination, promote equality of opportunity and foster good relations under the Equality Act 2010. All members of the school community should be able to demonstrate their commitment to preventing bullying and the occurrence of racial incidents as well as demonstrating their knowledge of how to respond when an incident occurs within a consistent whole school approach. The Headteacher should:

- Ensure that the Anti-Bullying Policy and reporting procedures are known to the whole staff, children and young people, parents/carers and outside agencies (where appropriate);
- Ensure that all staff have the opportunity to receive training;
- Ensure that there is suitable and sufficient opportunity in the curriculum and non-curriculum time through the school's Health and Wellbeing teaching to explore issues relating to all types of bullying and discriminating incidents;

- Ensure that incidents are recorded, monitored and reported to the LA and inform the schools self-evaluation process;
- Report to the Governing Body at least annually.

Staff should:

- Receive, respond, taking seriously and act upon information which is disclosed;
- Report any observed, suspected or disclosed incidents to the nominated member of staff.

Role of Parents and Carers

Parents/carers should:

- Reassure their child that they are doing the right thing to tell you;
- Remember that you may be the first person to know of any bullying incident. Try to stay calm and make notes which may be useful later;
- Contact the school;
- Work **with** the school to draw up ideas that will help to support your child.

Role of Children

Children should:

- Report incidents straight away, observing incidents can suggest support for the person doing the bullying;
- Tell someone you trust straight away;
- Ask parents/family or staff for advice and help. If you are too scared to tell an adult on your own, ask a friend to go with you.
- If another pupil tells you that they are being bullied or if you see bullying taking place it is the child's responsibility to report this to a member of staff.

Procedures When Dealing With An Incident

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. This is why we have a responsibility to respond promptly and effectively to issues of bullying.

It is important that when dealing with incidents of bullying, individual perspectives are taken into account. If a child, young person or adult states that bullying is taking place, actions must be taken to determine why this allegation has been made. Bullying is not always consciously motivated.

Signs and Symptoms of Bullying

These may include:

- Being frightened of walking to and from school
- Doesn't want to come to school. Feigns illness. Attendance problems
- Begins truanting
- Becomes anxious, withdrawn or lacking in confidence
- Starts stammering or develops speech difficulties
- Academic results and performance become noticeably worse
- Regularly complains of feeling ill
- Possessions or money goes missing, without plausible explanation
- Becomes aggressive, negative, unruly or disruptive
- Unexplained physical injuries
- Is bullying other children around them

- Eating patterns noticeably changed
- Attention-seeking behaviours
- Tearful
- Lack of concentration-forgetfulness
- Soiling or wetting themselves
- Self-harming
- Change in friendship groups

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

How to Identify Incidents

The school should ask the following questions in relation to all types of bullying including racial bullying (See Appendix 2):

- Is there more than one incident?
- Have the incidents occurred over a period of time?
- Is there intent?
- Is there an imbalance in power?
- Is the person who has been targeted in some form of distress?

If you have answered yes to the above then bullying has taken place. The school must carry out its own internal investigation and when complete the Local Authority E Form must be submitted.

Good Practice for Dealing with Incidents

All forms of bullying including, cyber, homophobic, sexist, racist, bullying around special education needs or disabilities and racial incidents should not be tolerated and should always be acknowledged, investigated and appropriate action taken. Adopting a 'zero-tolerance' approach towards all types of bullying and discriminatory behaviour is vital.

It is important that all staff, pupils and parents are aware of how incidents should be reported and dealt with and be informed of the outcome of action taken. School staff are more likely to see, and be told about, incidents of bullying. It is important that staff responses are swift, proportionate, discreet, influential and effective, and in line with school policy.

Reacting to a specific incident

Preventative work aims to minimise the occurrence of bullying; however some incidents will still occur. Using a responsive and restorative approach we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. Staff will:

- Respond promptly and calmly;
- Follow the schools agreed bullying prevention and safeguarding procedures;
- Listen to the pupil without making judgements, remain impartial;
- Avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.
- Share information with Deputy and/or Headteacher;
- Speak to children involved in order to establish facts. All allegations and resulting meetings will be recorded in Appendix 3;
- Talk to the pupil(s) at their pace;
- Reassure pupils that they have done the right thing by telling someone;
- Support the person who has been harmed;
- Help the pupil who has been harmed to feel safe again and assure them that the bullying will stop;

- Record all information, distinguishing between first- and second-hand information and observations;
- Once it's been established that incident meets our definition of "bullying" (see Appendix 2), the incident will be recorded in the school's Behaviour Book as a bullying incident (via the bullying log-see Appendix 3) and reported at the next full Governing Body meeting.

Whenever a bullying incident is discovered, Llantilio Pertholey Primary School will go through a number of steps. We will always adopt a caring, listening approach to any reported incident of bullying as bullies can also, quite often, be victims too. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved:

- Consider any wider Safeguarding / Child Protection issues;
- Holding the person to account who has caused the harm;
- Keep a record or evidence of cyber bullying;
- If images are involved in cyberbullying it is important to ascertain if these might be illegal or raise child protection concerns. Indecent or sexual images of children (under 18) are illegal to produce, circulate or possess in the UK (for further guidance please refer to Welsh Government Respecting Others Guidance 057/2011);
- Make the pupil aware of confidentiality issues but make sure that information that can be kept confidential is (e.g. if the pupil has told you they are gay);
- Pupils have the right to report incidents to the Police.
- Demonstrating to the school community that bullying and racism is unacceptable;
- Repair, as far as possible, relationships between learners.
- Talking the incident through with all parties involved.
- Supporting the person who has been bullied to express their feelings.
- Supporting the person displaying the bullying behaviour to express their feelings.
- Discussing which rule(s) have been broken.
- Discussing strategies for making amends.
- Genuine apologies, either written or verbal, sought.
- Parents informed and spoken to.
- Social skills/ELSA/nurture group programme initiated for bully and victim.
- Victim to regularly report to class teacher, deputy or head, so that progress is monitored, so that repetition of bullying doesn't happen.
- If repetition occurs, exclusion will be considered, dependent upon individual circumstance.

As with all pupils, where a pupil with Additional Learning Needs (ALN) or disability bullies, sanctions should be applied fairly, proportionately, consistently and reasonably. Bullying by pupils with disabilities or SEN is no more acceptable than bullying by others, however, for a sanction to be lawful, schools must take into account the nature of the pupil's disability or ALN and the extent to which the learner understands and is in control of what he or she is doing.

Where cyber bullying has taken place, it is important to also refer to any Acceptable Use Policy or agreement for internet and mobile phone use, and apply sanctions for breaches where applicable and practical.

Measures will be in line with the Llantilio Pertholey Primary School's behaviour and discipline policy, and may include:

- explanation why the inappropriate behaviour is unacceptable
- reparation of damaged relationships
- time away from an activity

- loss of playtimes and or lunchtimes
- meeting with staff, parent and child
- removal from the group (in class)
- withdrawal from school visits or trips
- formal letter home from the senior staff expressing concerns
- apologies being made to the victim in verbal and/or written forms
- fixed term exclusion from school or in extreme cases permanent exclusion

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school/setting policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school/children's council, PSHE etc.
- Through the head teacher keep the Governing Body well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy (headteacher).

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying within school leadership

Recording of Events

All reported incidents of bullying at Llantilio Pertholey Primary School will be recorded in a Bullying Log (Appendix 3). Information kept in the register includes:

1. Names of those involved, including the victim, bully and any witnesses
2. Dates of incidents
3. Details of incidents
4. Action taken
5. Outcome
6. Reported to Local Authority and others

A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

Under Equality Act 2010 requirements data from the monitoring and recording of incidents (including 'nil' returns) will be reported half-termly to Local Authority.

Governors will be kept up to date of all bullying incidents, as and when they happen, through data presented by the head in every governor's meeting report.

Monitoring and Evaluation

- Procedures are established to ensure that all incidents of bullying are dealt with fairly and consistently;
- Bullying and racial incidents are reported to the Local Authority when the internal school investigation has been completed;
- Implementing an on-going cycle of monitoring and analysis of data;
- Using data to prioritise for improvement;

School will monitor incidents of bullying and discrimination in order to identify patterns of behaviour and the extent of the bullying. The setting will then use this data to review the effectiveness of current policy and practice. The setting will also take into consideration any findings or recommendations from inspection reports and/or independent reviews.

Incidents outside of School

A good deal of bullying can take place outside of school, to and from school, on school transport, school trips or on mobile phones and social networking sites. All pupils are expected to comply with the School Travel Code 2010.

The school **may take reasonable** steps, at the discretion of the head teacher, to investigate incidents that have a negative impact on the orderly running of the school and/or might pose a threat to another pupil during school time or member of staff.

Working with the Police

The school will cooperate with the police if a child or parent/carer has reported an incident. Some forms of bullying behaviour may involve criminal offences. In the case of schools they may contact the Schools Community Police Officer (SCPO). If the matter is urgent and the SCPO is unavailable, the school will contact the police directly in order to protect the person experiencing the bullying and to respond appropriately to the incident.

The school will also work in partnership with the SCPO as part of the schools bullying prevention work (see www.schoolbeat.org).

Review of Policy

Through the development and implementation of this policy, Llantilio Pertholey Primary School trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make Llantilio Pertholey Primary School a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

In line with all policies, this policy will be reviewed after 2 years.

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The stakeholders of this policy are children and young people, staff, parents and carers, governors and people from other organisations involved with the life of LPPS (including breakfast clubs, transport staff etc.).

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors once every half term.

This policy will be available to all staff, governors, pupils and parents.

Appendix 1
Useful Information

Children and Young People

www.changingfaces.org.uk

Providing help, support and information to individuals, schools and community settings regarding children undergoing facial surgery.

www.bulliesout.com

Providing help, support and information to individuals, schools, youth and community settings affected by bullying.

www.bullyfreezone.co.uk

Information and support service for children and young people.

www.bullybusters.org.uk

An Anti Bullying Organisation that provides support for victims of bullying and their families.

www.kidscape.org.uk

Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them.

www.childline.org.uk

Free, confidential helpline. Get help and advice about bullying.

www.cliconline.co.uk

News, information and advice site for 11-25 year olds in Wales.

www.nyas.net

The National Youth Advocacy Service is a UK charity providing children's rights & socio-legal services.

Parents and Professionals

www.stonewall.org.uk

Stonewall's [Education for All](#) campaign, helps tackle homophobia and homophobic bullying in schools and works with a wide coalition of groups.

www.anti-bullyingalliance.org.uk

The Anti-Bullying Alliance (ABA) brings together over 60 organisations into one network to develop a consensus around how to stop and prevent bullying.

www.beatbullying.org

Beatbullying works with children and young people across the UK to provide them with all important opportunities to make positive and lasting changes to their lives and outlook.

www.eachaction.org.uk

EACH is a charity for adults and young people affected by homophobia. It is also a not-for-profit training agency for employers and organisations.

www.childnet-int.org

Childnet International works with others to help make the Internet a great and safe place for children. It provides information and resources for parents and professionals.

www.redballoonlearner.co.uk

Red Balloon supports children who have been bullied.

www.mencap.org.uk

Mencap provides services, resources and training for parents, carers and professionals of people with learning disabilities.

www.wisekids.org.uk

Provides information for children & young people, their parents/carers and professionals, including training on safe internet use.

Helplines

Childline	0800 1111	Parentline Plus	08085 800 2222
NSPCC	0808 800 5000	Kidscape	08451 205 204

Appendix 2

The Local Authority Incident Record must be completed every term and returned to the following email address Anti-bullying.reporting@monmouthshire.gov.uk no later than the last Friday of each term.

Equality Act 2010 Protected Characteristics	Additional 'risk factors' have been identified and are included in the incident recording form:
Age (does not apply to pupils in a school) Disability Transgender / Gender Reassignment Marriage and civil partnership Pregnancy and Maternity Race Religion or belief Sex (gender) Sexual Orientation	Appearance / personal hygiene Cyberbullying Gifted / talented LAC Poverty/ deprivation SEN Welsh Language (Welsh Language Act) Young Carer Friendship Group / Relationships

Recording 'one off' discriminatory incidents

Record all individual incidents involving pupils that take place in school that can be logged against one of the above protected characteristics, including racist incidents, or 'risk factors'. Only incidents that you would usually keep a record of in school should be recorded. Detailed information of the incident should be kept in school.

Identifying Bullying

The school should ask the following questions in relation to all types of bullying including racial bullying:

- Is there more than one incident?
- Have the incidents occurred over a period of time?
- Is there intent?
- Is there an imbalance in power?
- Is the person who has been targeted in some form of distress?

If you have answered yes to the above then bullying has taken place. The school must carry out its own internal investigation and complete the Local Authority Incident Record.

Definition of Bullying

A persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/or physical harm to another person or group of people.

Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power should not be seen as bullying and should be recorded as discriminatory incidents.

Example Termly Report

Behaviour Type	NCY	School	Action taken	Location	In	Month	Term
One off Incident SEN	4	A <i>school</i>	Discussion with pupils	Playground/yard	Break time		
Bullying Incident Sexual	8	A	Referral to other	Corridor	PM		

orientation		<i>school</i>	agency		session		
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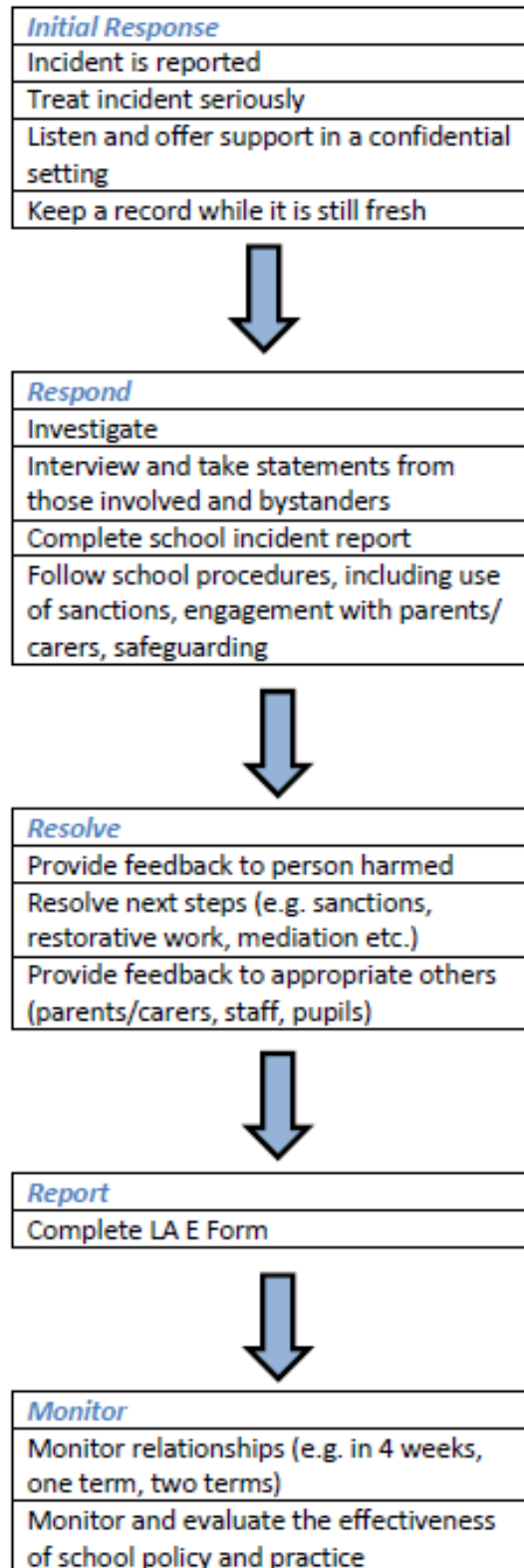
Appendix 3

LPPS Alleged Bullying Incident Log

Alleged victim/s name/s:		Alleged perpetrator/s name/s:	
Age/Year Group:		Age/Year Group:	
Gender:		Gender:	
Reported by:		Date:	
Investigation by:		Date:	
Account of individual(s) alleged to be experiencing bullying behaviour: (use separate sheet if required)			
Questions to consider: <ul style="list-style-type: none"> Is there more than one incident? Have the incidents occurred over a period of time? Is there intent? Is there an imbalance in power? Is the person who has been targeted in some form of distress? <i>If Yes To Any Of These, It Is Likely That Bullying Has Happened.</i>			
Looked After Child? Yes / No		Ethnicity:	
Account of individual(s) alleged to be engaging in bullying behaviour: (use separate sheet if required)			
Action: (use separate sheet if required)			
Was alleged bullying confirmed?	Yes (See Q's above)	No (See Q's above)	Insufficient evidence
If "Yes", which (if any) protected characteristics or risk factors were involved?	Age Disability Appearance personal hygiene Cyberbullying Gifted/Talented LAC/Poverty & deprivation ALN Welsh language Young carer Friendship group or relationships Sex (gender)/Sexual orientation/Transgender Race/Religion		
Was the matter resolved?	Yes / No		
Further details:			

Future action : (if appropriate)	
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Appendix 4 Response Chart



Appendix 5

The Law Relating to Bullying

Equality Act 2010

Education and Inspections Act 2006

Children Act 2004

Education Act 2002

The Government of Wales Act 1998

Human Rights Act 1998

United National Convention on the Rights of the Child (UNCRC)

The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. The three equality duties schools were required to show due regard to (Race Equality, Disability Equality and Gender Equality) have been replaced by the Public Sector Equality Duty (PSED). Under the PSED, schools must show due regard to the general duty and its three “components” as well as complying with a set of specifications. The three components to the PSED are:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.