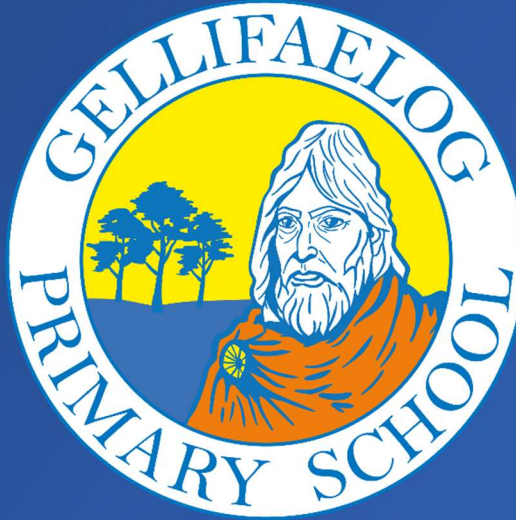




Gellifaelog Primary School

Anti-Bullying Policy 2024/25

Reviewed by: Governing Body – November 2025

Overview of School Behaviour Policy

It is a primary aim of our school that every member of the school community feels safe, 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. Promoting good behaviour is the responsibility of all staff.

We prepare our children to be:

- Ambitious, capable learners ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Without clear teaching of what acceptable rules are, supporting children to follow these rules, and understanding there are consequences both in school and later life if rules are not followed – we are not meeting our vision, and not doing the best for our children.

The school has a number of school rules. This 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 school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Teachers have the right to teach and pupils have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects teachers' own behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish.

We follow the **Additional Learning Needs and Education Tribunal (Wales) Act 2018**, which means:

- We give extra help to children who need it, so they can learn and take part fully in school life.
- We understand that some children may show their feelings through behaviour, and we support them in a kind and understanding way.

We also follow the **Equality Act 2010**, which means:

- We treat everyone equally and with respect, no matter their background, needs, or abilities.
- We make changes when needed to help children succeed and feel included.

Whilst adjustments and allowances are made for pupils with additional needs, or disabilities, the behaviour policy applies to all pupils.

School Rules and examples of what this might mean:

- **Ready** – Ready for learning, ready to listen, punctual,
- **Respectful** – in how we talk to each other, and about ourselves.
- **Safe** – Anything that we do must be safe for ourselves and others
- **Kind** – We don't have to like everyone, but we treat everyone with kindness

Pupil Rewards

Daily:

Verbal praise and encouragement	Following school rules and for applying the four purposes in learning, demonstrating effective working behaviours or outcomes in learning, following school routines effectively. Praise is specific Praise is proportionate Praise is delivered positively and confidently by staff. "Well done for the way you...."
Smiles, positivity and strong role modelling by adults	
Dojo Points	See separate table for weighting of points - given when excellent or above and beyond effort is made.
DRA Lunchtime Awards	Each DRA can award up to three during each lunchtime.

Weekly:

Mid-Week Message Home	Message home for pupils who have stood out for their efforts during the week in class, particularly around school behaviours. Names to be shared at staff meeting.
Weekly Star of the Week Certificate	For pupils demonstrating above and beyond effort or achievement in learning, based on personal starting points in learning journey. This is based on teacher judgement, and may not include all pupils due to numbers of pupils and number of total assemblies during the school year.
Top Table	Star of the week, plus one additional pupil from each class, recognised for their excellence in our school behaviours or routines.
Seren Cymraeg	For demonstrating above and beyond effort in the Welsh language.

Awarding Dojo Points Guide

All classes to use Dojo System for recording positive behaviours.

Number of points	Positive Behaviours
1	Demonstrating focus behaviour of the week, demonstrating school rules as a good role model to others with no prompting, using Welsh in other areas of the school and school day beyond the classroom.
2	As above - but with "Above and beyond" efforts being recognised. How this is above and beyond should be articulated to other pupils.

Points are earned and not to be removed from pupils. (Nor threat of this)

Whole-class Dojo points or large group points can be used, but caution that there is a clear reason for all pupils to receive this point, otherwise the praise is empty.

Sanctions

At times, pupils may need support in our behaviour curriculum through the use of sanctions. Pupils have opportunities to make choices through the use of a graduated stage of sanctions.

In more extreme circumstances, sanctions may begin at a higher level, and the rationale for decisions to bypass will be logged as part of behaviour records.

In Running the Room approach (Tom Bennett, 2020) there are clear expectations about how sanctions are used:

- We focus on the behaviour rather than the pupil
- **Before any sanction: Can I clarify? Can I redirect? Can I use an invisible sanction?**
- Lower level sanctions to be used in the first instance for most behaviours. Using invisible sanctions to guide pupils to the right choices is often a quicker and less reactive approach.
- We sanction in private - this could be side of the classroom, conversation quietly outside of the classroom, or away from something that has happened.
- Scripts can support the change in tone required for steps - we change the tone of what we say, not how we say it.
- The *teaching* of behaviour is the biggest priority - if you teach it, and children know it, it is easier to be good and avoid the need for sanctions for many.
- Examples exist to help frame the stage of sanction, but professional judgement should be used.
- Sanctions should only be issued when staff are in the right frame of mind to do so, this applies to particularly difficult or challenging situations.
- Sanctions are not about cruel and unusual punishments.
- Sanctions are not retribution
- Not a way to pay back to society
- Sanctions will deter many - but this will not impact all pupils. If sanctions don't have an impact, repeating them over and over will not improve things for the child.
- For pupils who are dysregulated - there may be a need to cool down first before discussing sanctions. Whilst sanctions should be applied quickly, this is not at the cost of escalating pupils needlessly, or working in a non-trauma-informed way.

Pupil Needs

Exceptions are very rare, and sanctions exist for all pupils in some form whether they have an additional need, or any other barrier to their learning.

Pupils who have an IDP for regulation, behaviour or aspects of social communication, will usually have a PBS plan or regulation strategies within their IDP. For these pupils **these strategies must always be followed in the first instance**, and the first focus is on safety. **We have a legal duty to enact these reasonable adjustments for pupils.** Even where there is a risk to staff or pupils, de-escalation strategies *may* be more effective at crisis point, with sanctions to follow as soon as is feasible after calming.

School Stages of Sanctions – 2024-2025

Stage	Examples of behaviours	Approach	Detail	Supporting Structures / Scripts
0	Fences, not ambulances Getting ahead of poor behaviour. Stopping “snowballing” of issues	Non verbal cues Positive praise of those making right choices	•Take up time •Face saving • The “I’m waiting face” •Task correction •Reinforcing norms •Tactfully ignoring - •Positive language •Questions and choices •Tactical pauses •Reminders •Redirect •No names •Praise compliant by name •Redirect with no name •Then - No names but more warning	• Just waiting for x children / x amount of tables • You’ve got thirty more seconds to show our ready to learn behaviours. • Children should be sat silently, books open and ready to learn • I’m reminding you of our ready to learn checklist....we..... And • Rather than talking now we should have books open. • X is ready. X table is ready. Da iawn! • In this classroom we....(Norm) • A few children in this part of the room, I need you for learning quickly. Thank you. (Not please, but still thank you!) Consider the teaching of behaviour curriculum individual / group may need to prevent recurrence.
1	• Talking when teacher talking. • Disruption of learning by: ○ Fidgeting with items ○ Taking items belonging to other pupils ○ Reading a book when focus has been requested. ○ Walking around classroom.	(Where possible, this is following stage 0 cues) Warning script, then if no improvement, followed by time out away from other children in classroom. 10 minute timer. Or, if near end of session - 5 minutes of playtime.	Move near to pupil. Praise those making right choices. Use script (Privately as possible - by the side) Warning script	• Initial script: John, I notice you chose to.....Remember when you(Insert time when pupil has been recognised for good behaviour and how that made you feel? That’s the John In need to see. Thank you for listening • Follow up warning script: I noticed that you chose to, this is the second time I have spoken to you

	- Initial arguments that haven't been resolved by Stage 0 intervention. - NOTE: Pupils with PBS plans / specific IDPs should follow these plans as an adjustment at this stage. Refusal to engage in PBS plan / IDP actions THEN result in a move to Stage 1 scripts.		Follow up script if continued behaviours displayed.	about this behaviour. I need to to be ready / respectful / safe / kind. The consequence will be reflection ...location....if you choose not to follow the school rules. Can you remembertime when followed rules....That's the behaviour I need to see. I know you can make great choices. Thanks for listening. Record if there are repeats of behaviours / sanction
2	- Ignoring of requests at Stage 1. - Refusal to engage in sanction at Stage 1 - Disruptive behaviour above Stage 1 that completely disrupts learning: - Kicking of tables. - Throwing of small table items and books - Defiance above Stage 1 - which includes answering back to requests from staff.	10 minutes reset time if required, then Reset time away from main class activity in partner classroom. (Nearest neighbour depending on where classes are in the school) - 10 minutes to 30 minutes based on professional judgement. OR Reset and reflection time for half of playtime.		I noticed that you chose to You need to: Move seats. Have ten minutes reflecting atlocation. You'll speak with partner class teacher before you return. We will have a discussion at breaktime / lunchtime. Record incident. Teacher to contact parent if happens more than twice over a ten day period.
3	- Ignoring of requests at Stage - Refusal to engage in 1 to accept sanction. - Physical altercation with another pupil. (SLT may decide this is Stage 4 based on professional judgement)	Reset time 10 mins if required, and time out in other class working for 20 mins. Time out from lunch to catchup on missed activity or learning- up to 30 mins required to complete task.	Teacher to bring work for completion to school office at start of lunch break. Reflection to be completed with SLT member upon completion of work.	

	Defiance including swearing, threats of violence and throwing of a single large object such as heavy books, chairs, or tables.			
4	Damage of school property, physical altercation with another pupil. Repeated throwing of small or large items despite opportunities to move away from situation. Physical harm to a staff member. Attempted physical harm of a staff member	Extended time away from classroom with SLT member. Time to be agreed in consultation with school SLT. (1 to 2 hours)	Teacher to provide work for pupil to complete with minimal support. Reflection to be completed with SLT member.	
4a	As above, but depending on the severity of attack or dysregulation, and pupil ability to show remorse or explain actions.	Significant, extended time away from classroom with SLT member for following day. (Internal exclusion)	Teacher to provide accessible work for pupil to complete with minimal support. Reflection to be completed with SLT member.	
5		Fixed Term Exclusion	Decision only of the Headteacher, or Deputy Headteacher in their absence.	Exclusion Guidance
6		Potential Permanent Exclusion.	Decision only of the Headteacher to refer to Pupil Disciplinary Committee. Governing Body decision.	Exclusion Guidance

Gellifaelog Primary School Anti-Bullying Policy

This policy supports the principles of the Curriculum for Wales, which aims to help children become healthy, confident individuals and ethical, informed citizens. By promoting respect, kindness, and inclusion, our approach to bullying prevention aligns with the curriculum's focus on well-being and positive relationships. It also reflects our commitment to the United Nations Convention on the Rights of the Child (UNCRC), ensuring that every pupil's right to feel safe, be heard, and be treated fairly is upheld throughout our school community.

1. Our Commitment

At Gellifaelog Primary School, we believe every child has the right to feel safe, happy, and respected. Bullying of any kind is unacceptable and will not be tolerated. We work together with pupils, staff, parents/carers, and governors to prevent bullying and respond quickly and fairly when it happens.

2. What Is Bullying?

Bullying is:

Repeated behaviour by an individual or group that intentionally hurts another person physically or emotionally.

Bullying can include:

- **Physical:** hitting, kicking, damaging belongings
- **Verbal:** name-calling, teasing, threats
- **Emotional:** excluding someone, spreading rumours
- **Online:** sending hurtful messages or images
- **Prejudice-related:** targeting someone because of race, disability, gender, religion, or other personal characteristics

What Is Not Bullying?

Some behaviours, while unacceptable, are not bullying:

- One-off arguments or fights
- Friendship fallouts
- Isolated incidents of name-calling or physical aggression

These will be dealt with under our behaviour policy and monitored to prevent escalation.

3. How We Prevent Bullying

We promote kindness, respect, and inclusion through:

- Whole-school assemblies and class discussions
- Curriculum activities that teach empathy and resilience
- Staff training and pupil awareness campaigns
- Clear rules and expectations for behaviour
- Supervision in key areas (playgrounds, corridors, etc.)

4. How Pupils Can Report Bullying

Pupils can report bullying by:

- Speaking to a trusted adult
- Using the buddy system or “Buddy Stops”
- Talking to our pastoral team or school nurse
- Writing a note or using a worry box

5. How Parents/Carers Can Report Bullying

Parents/carers should:

- Contact the class teacher or headteacher
- Provide details of the concern
- Use the school’s complaints procedure if needed

We will keep parents informed and work together to support the child.

6. How We Respond to Bullying

When bullying is reported:

- We listen carefully and take all concerns seriously
- We investigate promptly and fairly
- We support the child who has been bullied
- We speak to the child who has bullied and apply appropriate consequences
- We involve parents/carers and keep records of incidents

7. Recording and Monitoring

We record all bullying and prejudice-related incidents using school forms. This helps us:

- Spot patterns and respond quickly
- Share data with the local authority
- Improve our policy and practice

8. Support for Pupils

We support pupils by:

- Listening and offering choices
- Helping them rebuild confidence
- Offering peer support or counselling
- Involving external agencies if needed

9. What Pupils and Parents Can Expect

Pupils can expect:

- To be listened to and supported
- To learn in a safe and respectful environment
- To be involved in anti-bullying activities

Parents/Carers can expect:

- Clear communication and updates
- A fair and thorough response to concerns
- Access to support and advice

10. Reviewing the Policy

We review this policy every year. We ask pupils, staff, and parents for feedback through questionnaires to make sure it works well and reflects our school values.