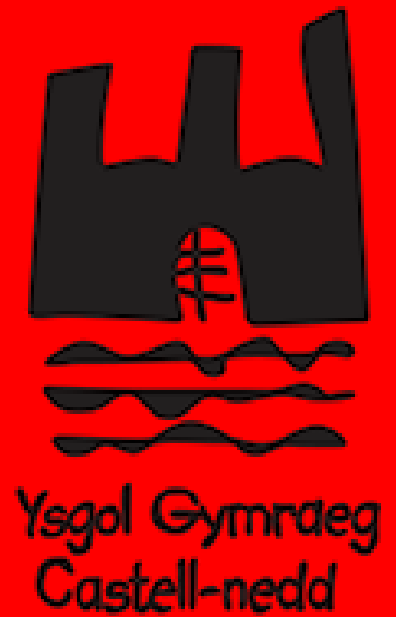


Positive Behaviour and Anti-Bullying Policy



Caredigrwydd.

Cymreictod.


Cymuned.

Ein nod yw i rhoi cyfle i bob plentyn lwyddo

Mabwysiadwyd y polisi hwn

gan y Corff Llywodraethol YGG Castell Nedd ar: 10.11.25

Adolygwyd ar: _____

Llofnod Cadeirydd y Corff Llywodraethol:  _____

Ysgol Gymraeg Castell-nedd Behaviour Policy

The aim of a behaviour policy is to:

- Set clear guidance for the whole school community
- Plan an acceptable agreed discipline strategy that supports children, parents and staff through clear expectations and consistent systems.
- Outline school strategies for promoting good behaviour, dealing with unacceptable behaviours along with consistent strategies when persistent behaviours impact others.

It is inevitable that when groups of people and children come together to collaborate, there will be occasions when difficulties arise. Children work well and have the best opportunity to behave appropriately in a place where there is a clear procedure and framework regarding what is acceptable and unacceptable in terms of behaviour.

Encouraging good relationships and positive behaviours are vital if we are to be an inclusive, caring and happy community. It is central to the school's ethos to promote cooperation, good relationships, kindness and consideration.

The school's aim with respect to behaviour:

Our aim at Ysgol Gymraeg Castell-nedd is to create a safe and nurturing environment in which all the children in the school can feel safe and be educated. It is vital therefore, that every individual who is part of the school family shows respect to each other at all times as well as respecting the school environment and its resources. To achieve this aim, every individual connected to the school must take responsibility for their actions within the school.

We aim to scaffold all of the children, guided by the 6 principles of nurture. These principles guide our day-to-day practice.

1. Children's learning is understood developmentally
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication
5. All behaviour is communication.
6. The importance of transitions in children's learning.

<https://www.norfolknurturehub.org/the-six-principles-of-nurture/>

“Through understanding the conditions that promote and impact on mental health and emotional well-being, learners will be supported to manage the experiences that they encounter. They will also be supported to develop their ability to focus their attention and to be aware of how they are thinking and feeling during their experiences....This will give learners the opportunities to build skills of self-awareness and empathy. Self-awareness allows learners to be receptive and reflective, which helps them to adapt their behavior and actions to different situations. This in turn enables learners to act with empathy, compassion and kindness towards themselves and others.” Draft Curriculum for Wales 2022: Health and Well-being

How can we work together to achieve our aim?

- Ensure that the school community respects the rights of the child.
- By working cooperatively with the children, parents and local Authority.
- Ensuring that we understand the needs of the child.
- With fairness
- Consistency in approach.
- With fair and appropriate expectations that are agreed.
- Rewards for positive behavior
- Clear understanding of the impact and harm through the misuse of communication through social media.

Adults in school should:

- Ensure that the classroom is welcoming and homely.
- Ensure that **all** pupils have a voice to share their feelings and be listened to.
- Ensure opportunities for children to share their worries.
- Ensure a clear structure and routine that can support day-to-day transitions.
- Model positive behaviours and praise effort.
- Ensure opportunities for children to move on from unacceptable behaviours and accept apologies.
- Nurture healthy, supportive relationships with children, parents and staff.
- Ensure consistency in response to unacceptable and challenging behaviours.
- Share and record concerns in line with policies and procedures.

Pupils should:

- Feel safe to talk about their feelings and share their concerns.
- Be encouraged and praised for their work and positive behaviour.
- Be encouraged to be polite at all times both in and out of school.
- Show respect to others.
- Consider equal opportunities within the school on all occasions
- Do their best to adhere to the expectations of the school in terms of behaviour.
- Try their best to cooperate with their peers, staff and others.
- Work together to create an inclusive school that values differences.
- Accept that praise is genuine and that criticism is constructive.
- Collaborate with peers, staff and others successfully.
- Follow the school's rules:

Parents should:

- Model positive and inclusive behaviours.
- Cooperate with school to support the development of social and emotional behaviour encouraging respect, care and self-regulation.
- Contact the school **as soon as possible** if they have concerns relating to behaviour.
- Inform the school of issues, which might affect the children's health wellbeing.
- Adhere to the schools code of conduct.

Whole School Principles:

- Treat other people, as you yourself would like to be treated.
- Be mutually kind, friendly and caring.
- Speak Welsh with pride.
- Respect people and their belongings.
- Be prepared to participate in Restorative Practice sessions.
- Listen when others are speaking.
- Respect the school building and its environment.
- Do your very best in all that you do.

What are the school's expectations regarding behaviour?

- **Bullying and Racism are unacceptable at YGG Castell-nedd.**
- Speak respectfully and not shout at children or adults unless in danger.
- Children and Adults should speak Welsh and respect the right of pupils and adults at YGG Castell-nedd to speak Welsh.
- Children and Adults should WALK around the school.
- Follow agreed classroom charter at the beginning of each school term.
- Attempt to understand other people's viewpoint if there is disagreement/conflict.
- Be courteous e.g. hold the door for another person, say thank you etc.
- Speak politely with others at all times.
- Keep the school clean and tidy.
- Follow our principles of good behaviour within and outside the school grounds.
- To do their best not interrupt when others are speaking.
- Knock the door when visiting other classrooms and wait for permission to enter.
- Food should only be eaten in the Hall or on the schoolyard during break times unless it is part of an adult led activity.
- On-line communication should not be negative and harm others.

Expectations for dress and appearance:

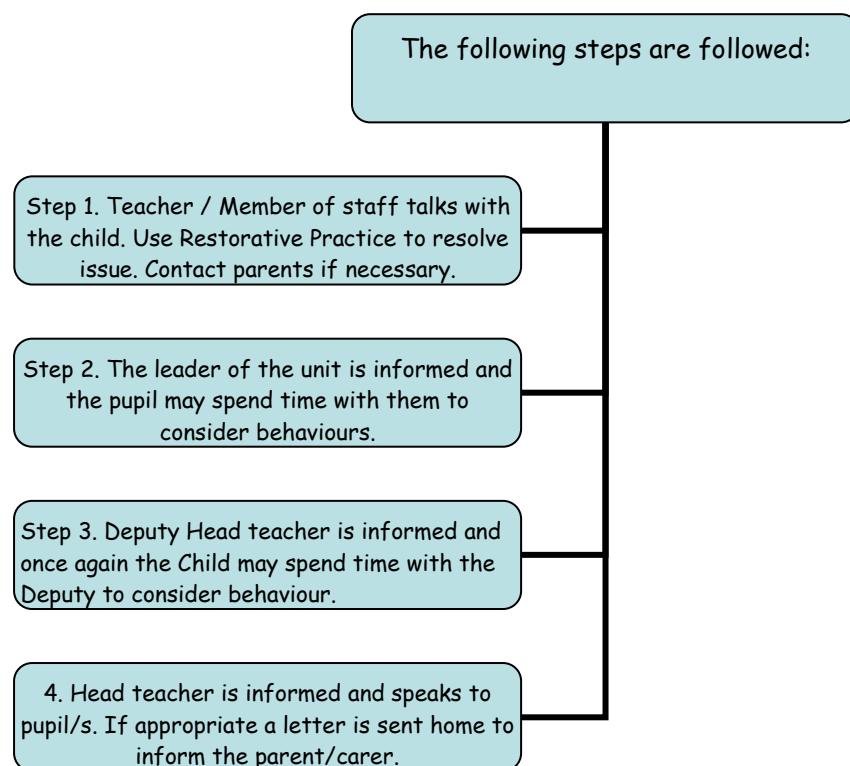
- School uniform, unless there is a recognised individual need.
- Children should change for game and PE e.g. dark shorts/ white t-shirt.
- Trainers for games lessons.
- No Jewellery except for stud earrings, which need to be removed for swimming.
- False nails are not permitted and natural nails should be kept short.
- Swimming costumes along with a swimming cap for swimming lessons.
- Children are expected to have had their hair cut neatly and girls with long hair should have their hair tied back for sports and as much as possible during the school day.

Expectations regarding personal and school property:

- Personal property should be kept in the lockers.
- Mobile phones are **NOT** permitted unless permission has been sought from class teacher. Phones should be handed to the teacher and will be returned at the end of the day. No responsibility will be taken for damage or loss.
- Items of clothing and equipment labelled clearly with the child's name.
- Children should not be encouraged to bring toys/ balls to school. If these items are brought to school without special permission then the school will not accept responsibility for loss or damage.
- Litter is to be placed in the containers provided around the school.
- Children should not be in the school building before school starts, after school is finished or during play times except with special permission.
- Only children attending Breakfast Club should be in school before 8.40



What steps are followed to eradicate unacceptable behaviour?



*A consequence will be attached to most restorative processes and will be put in place by the adult dealing with the issue. All involved usually agree this but there are occasions when the adult will decide on a consequence to ensure the conclusion of the issue is appropriate.

*Parents will be contacted at any stage if it is felt that this is needed.

*For some children, a behaviour book is introduced to record the child's behaviour throughout the day / week. This is a home school book, between the teacher and parents. Both positive and negative behaviour is recorded.

*In incidents of persistent unacceptable behaviours then the above process can be fast tracked to the Headteacher at the discretion of the senior management team. This would apply in relation to incidents of bullying.

When the management of behaviour strategies have been exhausted then support and advice should be sought from the LA. The school needs to ensure that sufficient

evidence is available to support their request. The school must be mindful that any child with an additional learning provision (protected under the equality act 2010) has an equal opportunity to succeed.

Rarely the school may have to suspend a pupil or issue a fixed term exclusion.

This should always be a last resort

How does the school prevent misbehaviour and encourage cooperation, self-regulation, and empathy?



YGG Castell-nedd is a Rights Respecting School. Bronze award 2025.

YGG Castell-nedd works with outside agencies e.g. the police; 'Show

racism the red card,' the police liaison officer etc. We aim to work as a community and value diversity.

As a school, we use Restorative Practice (see RP policy), a framework to build relationships and resolve conflict. This approach encourages children to take responsibility for their actions. It focuses on resolving conflicts at the earliest possible stage, seeking to avoid blame and supporting people to take responsibility for finding a constructive solution to issues. It encourages effective communication and working towards positive outcomes.

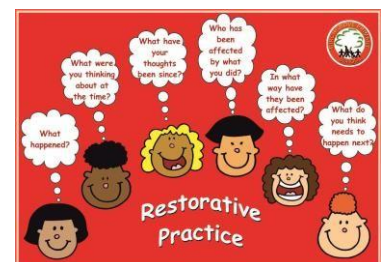
The school provides areas of the schoolyard and building which are quieter and calmer areas other than the main yard. The purpose of these areas is to allow children who prefer a quieter area an opportunity to relax and have fresh air.

When necessary the school will provide additional support for any child with additional learning needs e.g. those experiencing social and emotional difficulties, specific behaviour difficulties etc.

When incidents of unacceptable behaviour are experienced, the school works with the local authority and parents to ensure that children are treated with respect and appropriate care. Parents of those harmed will be notified of the incident and the parents of the child displaying challenging behaviour will be expected to work with the school. This could involve a reduced timetable.

Restorative Questions 1: Responding to challenging behaviour

1. What has happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?



6. What do you think needs to happen next?

Restorative Questions 2: Responding to those harmed.

1. What happened?
2. What were your thoughts at the time?
3. What have your thoughts been since?
4. How has this affected you and others?
5. What has been the hardest thing for you?
6. What do you think needs to happen next?

Usually the situation is dealt with immediately. However, there are occasions where the issue is dealt with when the children have calmed and are able to communicate their feelings effectively.

Crucially, the most important factor in any situation is to look after the children and ensure that they are removed from harm and are safe. They should be reassured immediately.

Pupils with Additional Learning Needs (ALN)

Those pupils with ALN as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's ALNCo.

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Classroom Behaviour Strategies

All classes have adopted a class behaviour strategy to ensure that children are given an opportunity each day to be the best that they can be. This is visible and understood by all children.

Opportunities within the curriculum.

The school takes advantage of all opportunities to raise awareness and understanding of differences within society and our community e.g. Anti bullying week, Black history month, Diwali etc.

Celebrating Success at Castell-nedd.

Every week, one child from each class is rewarded 'Seren yr wythnos' for good behaviour / good work / positive attitudes / effort / achievements / speaking Welsh / following the school rules / being a good friend / good listening skills etc.

A record of who has been awarded star of the week is kept in order to ensure that all children are rewarded throughout the academic year.

A weekly whole school assembly where the rewarded children receive a certificate for their efforts.

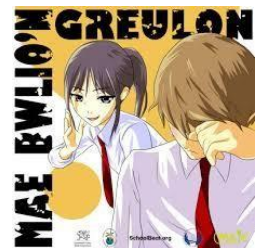
The school continues to develop these systems to ensure a sense of achievement for all pupils.

Ysgol Gynradd Gymraeg Castell-nedd Anti-bullying Policy.

Our aim is to create a happy and caring atmosphere.

Sadly, bullying occurs in all schools.

Bullying behaviours are not be tolerated.



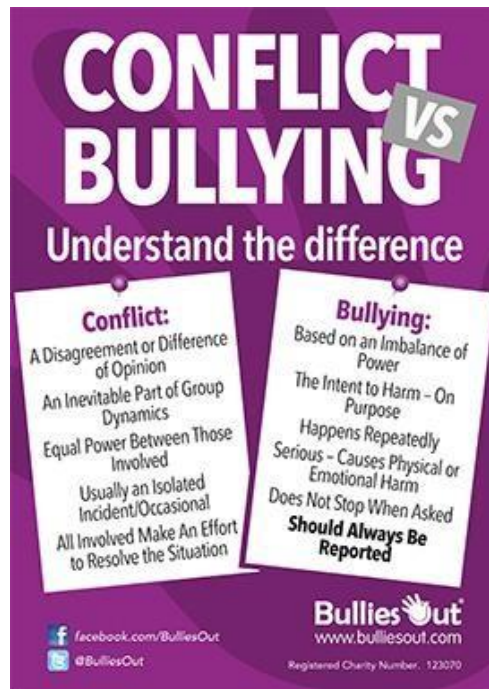
What is the purpose of the policy?

To ensure that anyone who is a victim of bullying is supported and made safe.

To ensure that the bully has a structure to take responsibility for their behaviours and an opportunity to learn and improve.

What is bullying?

Bullying is constant conflict - a deliberate and conscious desire to hurt, threaten, or frighten an individual. There are several forms of bullying - the bullying can be physical, verbal or psychological.



<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-andcyberbullying/>

What form does bullying take?

Boys and girls can be bullies and victims - therefore it can affect anyone in the school family.

Types of bullying

Bullying can take different forms. It could include:

- *physical bullying: hitting, slapping or pushing someone*
- *verbal bullying: name calling, gossiping or threatening someone*
- *non-verbal abuse: hand signs or text messages*
- *emotional abuse: threatening, intimidating or humiliating someone*
- *exclusion: ignoring or isolating someone*
- *undermining, constant criticism or spreading rumors*
- *controlling or manipulating someone*
- *making silent, hoax or abusive calls*

The following types of bullying are also hate crime:

- *racial, sexual, transphobic or homophobic bullying*
- *Bullying someone because they have a disability.*

How do you recognise a bully?

It is not easy to recognise bullies.

They do not possess a unique group of characteristics.

Who is at risk?

Any child can be bullied for any reason. If a child is seen as different in some way, or seen as an easy target they can be more at risk. This might be because of their:

- race or ethnic background*
- gender*
- sexual orientation.*

Alternatively, it could be because they:

- appear anxious or have low self-esteem*
- lack assertiveness*
- are shy or introverted.*

Popular or successful children are also bullied, sometimes because others are jealous of them. Sometimes a child's family circumstance or home life can be a reason for someone bullying him or her.

Disabled children can experience bullying because they seem an easy target and less able to defend themselves.

What can we do to prevent bullying? **Tell somebody!**

It's important that we identify the children who are victims and those who are bullies. All school staff are responsible for this. Victims must believe that teachers can take action to prevent bullying. We must ensure that we take the following steps:

1. Ensure that pupils are supervised e.g. on playground duty, when moving around the school.
2. Be vigilant for any signs of bullying and share information with other adults.
3. Deal firmly with this type of behaviour
4. Act appropriately (see following questions)
5. Let pupils know that they can share any incidents of bullying with members of staff by means of the Worry Box (Bocs Becso), and tell any teacher/member of staff

6. Praise collaborative work and non-aggressive behaviour
7. Be aware of the worry and pain that can be caused by bullying.
8. Raising awareness of bullying within the curriculum and reading relevant stories that deal with the matter.
9. Hold school assemblies to give guidance to victims/prospective victims.
10. Follow the guidelines for dealing with bullying, but be prepared to be flexible if these measures do not work.

How should we act?

We will encourage every child at Castell-nedd to tell someone - whether it is a member of staff or via the Worry box. Every adult should listen and act appropriately. Staff should also ensure that the children are aware of the following:

- They should not retaliate or hit back.
- They should tell someone
- If they are bullied or are aware that someone is being bullied, they should tell somebody.

What steps will the school take when a bullying incident becomes apparent?

We do not tolerate bullying at Castell-nedd.

In order to resolve the situation in an effective and successful way, we as a school encourage co-operation between the school and the home.

We ask parents to contact the school regarding an incident of bullying and not to telephone the home of the bully/victim.

We will deal sensitively with any incident of bullying through:

- Firstly allowing the class teacher to deal with the situation. The teacher should discuss the incident with the children individually and record the outcome of the discussion. If the child who is the victim has shared information about bullying with a teacher, the teacher should share the information about the bullying with the victim's parents, explaining what steps the school will take regarding this. If the parent has shared this information, then the matter should be reported back after it has been discussed. The teacher should also tell the head teacher/deputy head teacher.
- **The Head teacher / Deputy Headteacher should be informed.**
- In the discussion with the victim, he/she should be asked if he/she has any idea why the bully is responding in such a way towards him/her.
- The Class Teacher/ Deputy Headteacher or Headteacher will speak to the child accused of bullying.

- The Adult will then try to arrange a mutually agreed Restorative session to secure a resolution wherever possible. The victim will be supported at all times.
- If the bullying continues then discussions should be held between the school and the home under the guidance of the head teacher/deputy head teacher. Detailed records will be kept.
- Sharing the actions to be taken with the victim - he/she should know of 'safe' places to go to on the yard to avoid being in close proximity to the bully, sharing ideas regarding what can be done to the victim if he/she is being bullied e.g. walk away, call for help.
- Good behaviour should be praised and this applies to the 'bully' if he/she responds positively to the situation and stops the bullying.
- Discussions may be held separately with both the victim's family and the bully's family.
- Systems are introduced: a rewards chart for good and positive behaviour or a system for sharing information about bullying - namely a Home School Contact book.

In this book, the teacher or parent can note any incident that has occurred on that particular day - if the teacher is aware of the incident/unhappiness; he/she should make a note of it in this book.

If the child has shared information at home, the parent should write in the book. The teacher/parent should write in the same language so that the message is fully understood.

The way in which the situation was dealt with should be noted along with the date and a signature.

The parent or teacher who reads the message should sign that he/she has read the comments - the teacher should note how he/she acted upon this information during the day.

- Regular meetings should be held with the parents (separate meetings for the victim's/bully's family) to report back on any improvement/deterioration in the situation and decide upon the next step.
- The next step could mean that the school contacts the county's behaviour support officer to ask him/her to hold sessions with the children of the class where the bullying has occurred.
- The school will try to ensure that the children in question are kept apart so that they do not have an opportunity to bully in class or in the playground. Faithful friends are encouraged to keep an eye on the situation (in a sensitive way) and lunchtime supervisors are asked to observe the situation.
- The Bully may be asked to apologise to the Victim and their family as part of the Restorative Process.
- We will work to support children to develop resilience when faced with difficult situations.

- If the bullying is confirmed then the Headteacher will write formally to the parents of the bully outlining expectations going forward.
- If the bullying continues then the school will seek additional support from other agencies e.g. Local authority wellbeing team, Police Liaison Officer Etc.

What can parents do to support the child who is being bullied?

Bullying can make the victim feel vulnerable and powerless. The child's self-esteem may be affected. Here are some suggestions for parents on what they can do to help their child:

- You should continue to tell your child that you love and fully support him/her.
- You should reassure him/her that the bullying is not their fault.
- You should explain that reacting to a bully makes him/her feel powerful, proud and triumphant. Although it is difficult at times not to cry or retaliate, it is good practice to say **NO** assertively and walk away - after all, it's difficult to continue bullying if the victim does not get upset or agitated.
- Try to limit the opportunities for bullying - e.g. do not take valuable belongings to school, do not be the last person in the class/changing, do not hang around the corridors, stay with a group of friends whenever possible.
- Take time to talk to your child every day, in an informal way, so that you keep the lines of communication open. Try to concentrate on the positives.
- Praise your child for things he/she does well in order to increase self-confidence.
- Give your child opportunities to succeed - whether doing things around the house or in out of school clubs.
- Give your child responsibilities so that he/she feels a sense of self-worth.
- Help your child to create a 'feeling good' poster. Find a happy photograph of your child and stick it in the centre of the poster. Around it, write the lovely things that people such as relatives and friends have said about your child.

What to do if your child has bullied someone:

If you find out your child has done something to hurt someone else, you are likely to feel angry, disappointed or any number of other strong emotions.

Explain that what they are doing is unacceptable.

Children and young people do not always realise what they are doing is bullying, or understand how much their actions have hurt someone. This can be a part of the learning process to ensure the bully stops and takes responsibility for their actions.



Conclusion:

Bullying should be addressed immediately.

Telling the adult is critical to early intervention.

It should always be dealt with in a sensitive manner. The issue may appear to have been resolved but it is extremely important to keep an eye on the situation so that it does not recur or deteriorate.

Sharing concerns with staff/families is crucial if it is to be dealt with effectively.

| Policy Adoption |
|---|
| Date of Review by Governors: |
| Date Endorsed and ratified by Full Governing Body: 01.03.21 |
| Chair of Governors Signature: |