

Inspiring Ambition



Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

Policy: Anti-Bullying (Relationships - Pupil Behaviour & Discipline)

Penyrenghlyn Community Primary School

Inspiring Ambition



Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

Policy: Anti-Bullying (Relationships – Pupil Behaviour & Discipline)

Date Ratified by Policy Committee: 24th January 2025

Date Ratified by GB: 14th February 2025

Date Implemented: February 2025

Review Date: February 2026

Signed

Date

Headteacher Michelle Hutchings		
Chair of Governors Tammy Llewellyn		

- Rights, respect, equality: Statutory guidance for GBs of maintained schools: [rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf](#)
- Kidscape: [Help With Bullying Advice | UK Bullying Prevention Charity](#)
- Hate Crime: [Hate hurts Wales | GOV.WALES](#)
- Hwb – Online bullying [Online bullying - Hwb](#)
- Challenging Bullying [rights-respect-equality-guide-for-children.pdf](#)
[Repository - Hwb](#) (Anti-bullying toolkit for schools)
[Repository - Hwb](#) (Anti-bullying toolkit for parents and carers)
[View - Hwb](#) (Anti-bullying toolkit for children)
[Repository - Hwb](#) (Anti-bullying toolkit for young people)
- RCT Guidance [RCTantibullyingguidanceRRE.pdf](#)

RELATIONSHIPS

The purpose of this policy is to outline how we approach relationships within our school community. This involves a whole school approach to:

BUILDING, MAINTAINING – and when needed – **REPAIRING** relationships

with all people - children and adults - pupils, staff, governors, families, local community, and external agencies. Every effort is made to achieve this using a consistent **RESTORATIVE APPROACH** helping us achieve our aims and instil our values.

Explaining the Restorative Approaches Framework

Being proactive in building and maintaining relationships helps create a sense of community. When relationships are positive, we are less inclined to harm each other, thus reducing the amount of conflict in our school community. We constantly reflect on what we need from each other so we can be our best. We will always endeavour to actively work with each other to resolve problems and conflicts, not trying to rescue, fix, impose or ignore issues. The adults and pupils in our community model the behaviour we want in others.

We use levelled restorative approaches to make this happen, for preventing harm, for early intervention, and for responding to more serious harm.

Please see Restorative Approaches Framework below.

Restorative Principles, Best Practices and Strategic Links (See Appendix below for references)

When relationships have been damaged it is important that the appropriate and levelled restorative steps are taken, to allow those involved to repair harm, build empathy, problem solve, and move forwards at the earliest opportunity. It is important for everyone involved with our school to remember at all times the core restorative principles outlined by the Restorative Justice Council & Wales Restorative Approaches Partnership. These **six principles** are key to our school's consistent model for addressing harm.

Being restorative also aligns to **The New Curriculum in Wales** and key articles within the **United Nations Charter on the Rights of the Child**. Ensuring that all voices are included and everyone in our community is a responsible, cooperative and resilient citizen links to the aims of the **Wellbeing of Future Generations (Wales) Act 2015**.

Resources for Best Practice and Guidance

The **Restorative Justice Council** is the best practice organisation we look to for information and resources and ideas. Their website is www.restorativejustice.org.

Wales Restorative Approaches Partnership hold the national **Restorative Services Quality Mark** and **Training Practice Quality Mark** and advise us on practice, materials and standards. Their website is www.restorativewales.org.uk

Building and Maintaining Relationships

Eight members of staff have received the full training from Wales Restorative Approaches Partnership in Restorative Approaches. This involves building relationships with the children, colleagues, parents and carers, and the wider school community.

USE OF CIRCLES

One important way that we do this is through the use of circles for weekly check ins, check outs and/or for problem solving circles for issues as they arise. A range of circle practices are threaded throughout teaching and learning to build relationships and increase collaboration and reflection. Children are supported with expressing their feelings using **emotional literacy resources**.

RESTORATIVE ENQUIRY

Staff use the restorative enquiry and “I” messages to encourage all adults, pupils and ourselves, to be reflective, honest and to find a way forward with any issue.

CLASSROOM AGREEMENTS

Our classroom agreements are developed each year with each new class, to build our classrooms as communities who care about each other’s needs and their own needs and behave with respect for each other. The school’s values are displayed and the needs/values of each class are displayed in classrooms too, and used in conjunction with the GOOD TO BE GREEN cards, and reward systems such as Dojo, Star of the Week, DOJO of the day.

At the start of the Academic Year: A Classroom Needs exercise is completed with each new class, and whole-school needs are identified from these. Senior Leaders ensure this is completed by the end of the second week of the Autumn Term. Classroom Needs are to be revisited at the start of the Spring and Summer Term and are actively referred to and revised by all staff and pupils as needed.

MEETINGS

When we have meetings with children, staff, governors, family members, carers and other agencies, we will adopt a restorative mindset and approach as our first choice wherever possible.

TEACHING and LEARNING

We aim to foster a love of lifelong learning in our pupils, and so all staff, model good relationships, and practise what we preach. We collaborate between ourselves and with the pupil and their learning journey and engage with their families and carers wherever possible to build relationships and engagement in learning. Staff are trained to develop skills in using different circles to build and maintain relationships. We use circles in teaching and learning, for example, when starting a new topic; in plenary sessions; to encourage peer led learning and listening and speaking skills cross curriculum; and to make and share decisions in school council meetings.

POSITIVE strategies

- Give plenty of praise
- Anticipate problems. Early intervention can help diffuse
- Use positive language
- Be assertive and non-aggressive. Refrain from shouting at children.
- Use a calm tone of voice
- Use the word “I” to describe the behaviour you want to see “I want you to.....”

- Practise active listening and allow time for talking
- Acknowledge the feelings of others
- Model positive behaviour
- Use of Dojos, Star of the Week, Good to be green cards

SOCIAL and EMOTIONAL LEARNING

All behavioural incidents and conflicts are opportunities for social and emotional learning at any time, and with children and staff, including lunchtime supervisors and support staff and families/ carers. A restorative response enables children and all adults working with them to work together consistently to build up our learning community

Repairing Relationships

When conflict occurs, we expect those involved to find solutions to move forward and repair the relationship where possible. By having a common restorative approach to resolving conflict, we can achieve this in a fair and inclusive way with all affected. We problem solve and plan so that the harm does not happen again.

DEALING WITH INCIDENTS USING A RESTORATIVE APPROACH

Staff are expected to support the principle of using a Restorative Approach by supporting and challenging each other and pupils in adopting this as the preferred approach. When dealing with **minor incidents** staff should use '**I messages**' (Use the word "I" to describe the behaviour you want to see "I want you to.....") and the **Restorative Enquiry Questions** to deal with the situation presented. These core questions are the same for peer mediators and for more formal meetings and are shared with all pupils and adults. They are:

1. *What happened?*
2. *What were you thinking? How were you feeling?*
3. *Who has been affected and how?*
4. *What do you need to feel better?*
5. *What do you want to happen now in order to move forward?*

Restorative Practices should not be viewed in isolation or as tools that are used only when harm is done but should instead be modelled and linked to all positive interactions that occur throughout the school day. Engagement with families/ carers and partner agencies will also be delivered using the same consistent approach wherever possible.

RESTORATIVE MEETINGS and CONFERENCES

Any parties involved should be given the opportunity to take part in a Restorative Meeting following adequate preparation, using the restorative enquiry and giving the person time to think about the questions they will be asked and how they can repair the harm and move forward.

All must agree to take part in the meeting, and it should be held as soon as possible to prevent further harm and escalation. Ideally, a restorative meeting will take place the same day as the issue arises, unless for health, safety and wellbeing issues more preparation time is needed to enable more engagement and reflection, and/ or more people need to attend e.g. parent/ carer or social worker.

At the end of the meeting/conference when all involved have agreed a way forward an **Outcome Agreement (APPENDIX B)** must be agreed, recorded and then signed by all parties. These records will be kept securely and tracked by the restorative facilitator (FEO) to ensure the agreed outcomes are carried out over time.

Restorative Approaches Framework

	<u>What</u>	<u>Who</u>	<u>When</u>	<u>Where</u>
Building and Maintaining Relationships	Classroom Agreement	All Classes Teachers Support Staff Pupils	<ul style="list-style-type: none"> Start of Autumn Review: start of Spring & Summer terms 	Classrooms
	Circles in Classrooms		<ul style="list-style-type: none"> During lessons across the curriculum 	
	Circles in groups for problem solving	All Classes Teachers Support Staff Pupils	As required	Classrooms
	STAGE 1 'I' Messages	Teachers Support Staff Lunch Supervisors	During lessons, break and lunch times, etc for low-level disruption	Classrooms, hall, yard, corridors,
Repairing relationships	STAGE 2 Restorative Conversation – “informal chat”	Teachers Support Staff Lunch Supervisors	During lessons, break and lunch times, etc for low-level incidents, or if an I message has not been effective	Classrooms, hall, yard, corridors,
	STAGE 3 Restorative Conversation – Formal Meeting (and Problem-solving circle if required)	Teachers Support staff	For continued low-level incidents when an “informal chat” has not been effective	Quiet area, e.g. empty classroom,
	STAGE 4 Formal Conference	Led by a fully trained staff member (not involved in the incident) Parents and Senior Staff to be informed	Serious incidents	Private room, e.g. FEO room, empty classroom
	STAGE 5 Restorative Space/Exclusion	FEO Headteacher/Deputy ALNCo if external agencies are/will be involved e.g. Ed Psych, AWS, Behaviour support. Parents to be involved	Extreme circumstances	Private room, e.g. FEO room, empty classroom

Levelled response to issues

The restorative approach uses the lowest level and simplest response at the earliest opportunity by all affected by the issue/s and begins with the people most affected at the time which may be in the classroom or during breaks where it is appropriate and safe to do so.

STAGE 1 - 'I' messages

The pupil is made aware of the issue by the member of staff who uses restorative language to speak to them, for example,

- When I heard you.....I felt
- When I see youI felt worried that....
- This is affecting me (and maybe others) in this way.....
- Would you please.....(invitation for the specific behaviour requested)

There does not need to be a formal record

STAGE 2 – Restorative Conversation

- Informal chat using the Restorative Questions (this does not always require preparation time or an outcome agreement).
 - This could take place in the classroom or corridor, dining hall or playground at any time.
 - Individual member of staff takes initiative and leads process.
 1. *What happened?*
 2. *What were you thinking? How were you feeling?*
 3. *Who has been affected and how?*
 4. *What do you need to feel better?*
 5. *What do you want to happen now in order to move forward?*
- There does not need to be a formal record*

STAGE 3 – Formal Meeting

- If poor behaviour continues, a pupil and teacher meet for a more formal conversation about the incident.
- Pupil is given a copy of the Restorative Questions and allowed time to prepare if needed. There may be another member of staff present to facilitate the meeting. A problem solving circle could be required.
- An outcome agreement needs to be agreed in the meeting and signed by both parties.

STAGE 4 – Formal Conference

- A formal meeting may be required to deal with more serious incidents and must be facilitated by a member of staff that is not involved. Senior staff and/or parents/carers should be informed.
- The restorative questions are asked to each party.
- There must be an outcome agreement.
- Only staff members who have had the four-day training can facilitate these meetings.

STAGE 5 – Restorative Space/Exclusion

- In extreme circumstances, a pupil may be sent to the Headteacher's or Senior Management Team office in order that more complex needs can be addressed with the time and space needed.
- In restorative schools, exclusions and the use of physical restraint of any form are the response of last resort. They may be an option where needs cannot be met by any other inclusive intervention and/or there are health and safety issues and/or potential criminal consequences to the incident.
- There must always be a restorative conversation or meeting facilitated by a trained member of staff (minimum of 3 days facilitator training). For large group sizes in a meeting, these should be cofacilitated with 2 members of trained staff to enable safety, good listening and recording of the outcome agreement.
- The meeting may involve the pupils, staff member affected, the parents/carers of the pupils affected and/or other staff and agencies.
- There needs to be a written and signed Outcome Agreement produced that is shared with all affected for tracking outcomes delivery and change.
- The Outcome Agreement should be revisited at agreed times to monitor progress, and always on return to school and the classroom.
- A restorative meeting is encouraged to be used to enable positive re-integration back into school and the classroom with key members of staff involved, and in some cases key pupils.
- The re-integration meeting must be carried out by a member of staff who has had the full training.
- Stage 5 intervention will be reported to the Governing Body each term, and exclusions will be recorded on SIMS and reported to local authority as required.
- At any stage, any physical restraint used will be recorded using the RCT form and submitted to the local authority as required. See Physical Restraint Policy.

Anti-Bullying

We have adopted the definition of bullying as outlined in the Rights, Respect, Equality guidance (2019):

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

Working Together

Penyreglyn Community Primary School is committed to working with all stakeholders to ensure we:

- Address any allegations of bullying seriously, feeding back to the person raising the concerns
- Ensure all stakeholders can report bullying
- Teach our learners about bullying in forms appropriate to their age within our curriculum
- Celebrate Anti Bullying week whilst recognising that bullying needs to be addressed and discussed throughout the year
- Making sure our school is a safe place to raise concerns and that their concern will never be dismissed
- Developing a culture of building and maintaining relationships by embedding Restorative Approaches throughout the school on a daily basis.
- Embed Empathy lab texts, strategies and activities to help all of our children to develop empathy for others.

INCIDENCES OF RACISM (and other discriminatory behaviour)

An incident of racial harassment is unacceptable. Racism is the conscious or unconscious belief in the superiority of one race and culture. It is based on ignorance, is harmful to all children and their education, and has no place in our school community. Its seriousness can only be measured by the degree of hurt felt by the victim. At Penyreglyn Community Primary we acknowledge that incidents of racism, although rare, can occur. Every member of staff is responsible for addressing such incidents using a restorative approach.

When dealing with a racist incident:

- Listen to the victim and comfort them.
- Explain WHY the behaviour is unacceptable to all involved – victim, perpetrator and witnesses. Inform both sets of parents.
- Every incident must be reported to the Headteacher or Deputy Headteacher and recorded (**APPENDIX C**). The Headteacher will report all incidents to the Governing Body each term.
- Examples of racist behaviour:
Name-calling, insults, jokes, physical violence, damage to property, lack of co-operation, ostracism, threats, racist graffiti or written comments or symbols.

INCIDENTS OF BULLYING

Bullying is the use of systematic aggression with the intention of hurting another person. Bullying results in pain and distress to a victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. Its seriousness can only be measured by the degree of hurt felt by the person being bullied. At Penyreglyn Community Primary we recognise that the incidence of bullying, although rare, can occur.

There are many types of bullying such as physical, verbal, emotional, racist, homophobic, sexual, cyber-bullying or related to a disability.

TYPES OF BULLYING	EXAMPLES
--------------------------	-----------------

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossy, hurting people's feelings, being nasty or mean.
Physical/Non-verbal	Pushing, kicking, hitting, punching or any use of violence, damaging or taking belongings, excluding
Racist	Name-calling, insults, jokes, physical violence, damage to property, lack of co-operation, ostracism, threats, racist graffiti or written comments or symbols aimed at insulting ethnicity, culture, faith.
Homophobic	Associated with or focused on the issue of sexuality.
Sexual	Unwanted physical contact or sexually abusive comments.
Verbal	Name-calling, taunting, sarcasm, spreading rumours, teasing, cyber-bullying, being picked on, taking advantage of another person.
Cyber- Bullying	Sending nasty or threatening text messages, images, emails via telephones or websites, social network sites and instant messaging services
Disability	Bullying around additional learning needs and disabilities or health conditions

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns affecting levels of concentration or truanting from school. All staff are alert to signs of bullying and will act promptly and firmly in accordance with school policy. Pupils are taught and encouraged to report bullying so staff can act promptly to stop the bullying.

PREVENTION: The school strives to prevent bullying by:

- Ensuring the ethos of our school as a kind, inclusive, caring and respectful community.
- A shared understanding of the signs and symptoms that include someone who may be experiencing bullying.
- Educating staff, children, parents about bullying issues and the action they can take to stop bullying (e.g. curriculum content, parent and carer events, staff training, participation in Friendship Friday (Kidscape), Ant-Bullying Week (Anti-Bullying Alliance) and Safer Internet Day (UK Safer Internet Centre)
- Provide opportunities for addressing bullying through the curriculum, displays, peer support, School Council, assemblies and class work.
- Rights Respecting School Award (RRS)
- Working with outside agencies to promote anti-bullying
- Developing pupils' social and emotional skills, including their resilience.
- Train all staff to follow school policy and procedures on bullying.
- Provide "safe spaces" for children

INVOLVEMENT OF PUPILS

Pupils will be involved in the development, implementation and review of this policy by:

- Seeking their views on the extent and nature of bullying.
- Ensuring they know how to express worries and anxieties about bullying.
- Ensuring they are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involving children in anti-bullying campaigns in schools.
- Publishing the details of help lines and websites.
- Supporting children who have been bullied and those who have been bullying

SUPPORT FOR VICTIMS: Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss things with a member of staff of their choice
- Reassuring the pupil

- Offering continuous support
- Restoring self-esteem and confidence

SUPPORT FOR THOSE WHO HAVE BULLIED: Pupils who have bullied will be helped by:

- Discussing what happened
- Discover why they bullied
- Making it clear that bullying is wrong and the behaviour needs to stop
- Helping them understand and evaluate their own behaviour
- Close monitoring of their social behaviour
- Work in partnership with the parents to help change the attitude of the child

SUPPORTING PARENTS: The school provides support for parents by:

- Ensuring that parents / carers know whom to contact if they are worried about bullying i.e. the classteacher or Family Engagement Officer
- Ensuring parents know about our complaints procedure and how to use it effectively.
- Ensuring parents / carers know where to access independent advice about bullying.
- Advising on issues beyond the school gates that give rise to bullying.

HELP FOR PARENTS:

What to do if your child is being bullied:

- Talk calmly to your child about their experiences and feelings
- Reassure your child that they have done the right thing by telling someone
- Explain that further incidents need to be reported to an adult a.s.a.p.
- Make a note of what your child told you
- Arrange to discuss the problem with the class teacher
- At the meeting, stay calm and be specific
- Make a note of what action the school will take and ask if you can help
- Stay in touch with the school

What to do if your child is bullying other children

- Talk with your child about what they have been doing and why
- Explain that bullying is unacceptable and won't be tolerated
- Arrange to see the classteacher to discuss the problem
- At the meeting, stay calm and be specific
- Make a note of what action the school will take and ask if you can help
- Stay in touch with the school
- Give your child lots of praise when s/he is behaves well especially towards other children

When dealing with an accusation of bullying:

- Whether suspected or reported, the adult will deal with the incident immediately.
- The incident will be reported to the FEO and Headteacher and a delegated person will use the restorative approach to investigate and resolve the problem.
- The incident will be recorded on an incident e-file (**APPENDIX D**) and saved on the main server, and the restorative facilitator will continue monitor the situation and feedback to those involved.
- Founded accusations will be recorded on SIMs, reported anonymously to the local authority by the Headteacher, and reported to the Governing Body each term.

Measuring Progress: Progress will be measured by

- Serious incident forms involving bullying
- The termly bullying return submitted to the LA
- Governor reports
- Regularly seeking stakeholder voice such as pupil and parent questionnaire
- Monitoring the Bullying record

Pupil Behaviour & Discipline

At Penyrenglyn Community Primary School, we follow the Behaviour Charter below to be consistent of our approach with managing low level behaviour:

Reward

- Dojo winner of the day celebrated in class at 3:05pm with a sticker
- Pupil of the week
- Value of the week

Consequences

- 1) Reminder of expected behaviour
- 2) Warning of consequence
- 3) Move position in class
- 4) Miss a maximum of 5 minutes of break time with Restorative discussion on behaviour being displayed

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

- 5) Move into Mr Wrangham/Mrs Sprague's classroom
- 6) Class teacher contacts home about the behaviour being displayed
- 7) Sent to Mrs Hutchings

APPENDICES

APPENDIX A

Restorative Approaches across key school strategies



Restorative Approaches and the Rights of the Child

A restorative approach helps meet the needs, rights and responsibilities of children and those working with them. The United Nations Charter on the Rights of the Child (UNCRC) ¹ reminds us that children have the right to be: **Protected; Equal; Educated; Heard; Healthy and Safe**. Working restoratively especially addresses the key rights from the following articles in the Charter:-

Article 3 Everyone who works with children should always do what is best for each child

Article 12 Your right to say what you think should happen and be listened to

Article 13 Your right to have information.

Article 15: Your right to meet with friends and join groups and clubs

Article 19 You should not be harmed and should be looked after and kept safe.

Article 23 Your right to special care and support if you have a disability so that you can lead a full and independent life.

Article 25 Children who are not living with their families should be checked on regularly to make sure they are okay.

Article 28 Your right to learn and go to school.

Article 29 Your right to become the best that you can be.

Article 31 Your right to relax and play

Article 33 You should be protected from dangerous drugs.

Article 34 The government should protect children from sexual abuse.

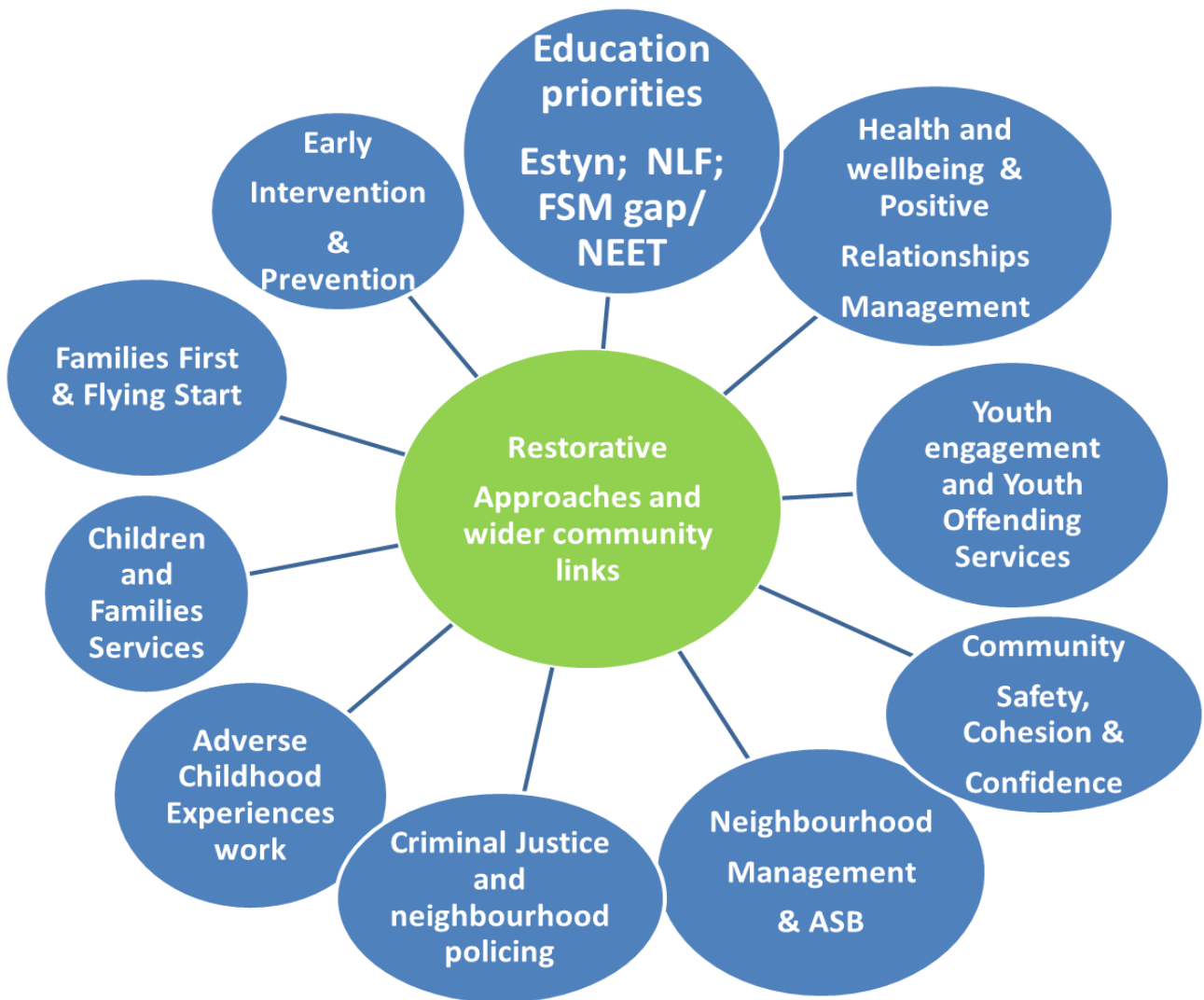
Article 36 You should be protected from doing things that could harm you.

Article 37 Your right to be treated fairly if you break the law

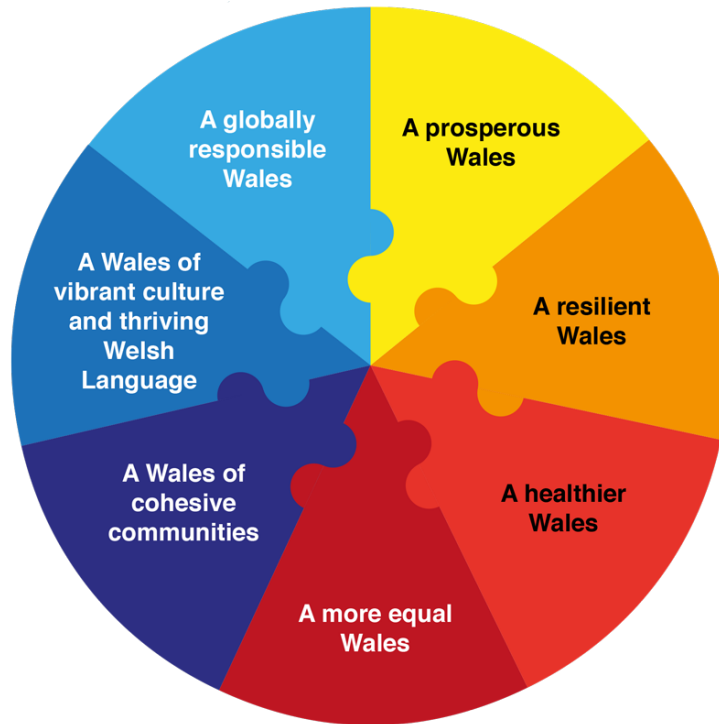
Article 39 Children should get special help if they have been abused.

¹ Children's rights are all the things that children and young people need to make sure that they are safe, have the things they need to survive and develop, and have a say in decisions that affect their lives. The **United Nations Charter on the Rights of the Child (UNCRC)** gathered children's human rights into articles. Welsh Government decided to take an extra step and make the UNCRC law in Wales with the **Rights of Children and Young Persons (Wales) Measure 2011**. The Measure has changed the way we work, and we have to consider children's rights in everything we do. See www.childrensrights.wales

Restorative approaches and links to wider community and strategic programmes



Wellbeing of Future Generations (Wales) Act 2015 key aims



Curriculum in Wales 4 Purposes





APPENDIX B PENYRENGLYN Primary School -Outcome Agreement

Pupils and year groups:
Date of meeting:
Person leading meeting:
Other people attending meeting:
Describe Concerns/ Nature of incident(s)/Complaint
What action/strategy has been taken? Have parents and relevant staff been consulted?
OUTCOME AGREEMENT
Is the matter resolved?
Signed:
Follow-up Date: Is the matter resolved?
Signed:

APPENDIX C
PENYRENGLYN Primary School - Incident Form (Racist Incident)

Pupils and year groups:
Date of incident:
Person dealing with incident
Describe Concerns/ Nature of incident(s)/Complaint
What action/strategy has been taken? Have parents and relevant staff been consulted?
Is the matter resolved?
Signed:
Follow-up Date: Is the matter resolved? Evidence:
Signed:

APPENDIX D
PENYRENGLYN Primary School - Incident Form (accusation of bullying)

Pupils and year groups:
Date of incident:
Person dealing with incident
Describe Concerns/ Nature of incident(s)/Complaint
What action/strategy has been taken? Have parents and relevant staff been consulted?
Was the accusation founded or unfounded?
Is the matter resolved?
Signed:
Follow-up Date: Is the matter resolved? Evidence:
Signed: