



Global Learning Programme Wales  
Lead School



Ysgol Arweiniol  
Rhaglen Dysgu Byd-Eang Cymru



# Johnstown Primary School Ysgol Gynradd Tre Ioan



# Anti-Bullying Policy

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A Sports Council for Wales Initiative  
Menter gan Cyngor Chwaraeon Cymru





**Johnstown Primary School**



## **Anti-Bullying Policy**

### **Contents**

1. Introduction
2. Why is an anti-bullying policy necessary?
3. Definition of Bullying
4. Aims
5. Objectives
6. The Nature of Bullying
7. Preventative Strategies and Interventions  
(Restorative Practice / SEAL)
8. Bullying Incident Flow Chart  
(What to do if a bullying incident is reported)
9. Persistent or More Serious Behaviour
10. What We Can Do
11. Links with other policies

## Introduction

Bullying can take place anywhere and it can affect everyone. At Johnstown school we believe that all our pupils have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. We are committed to providing a safe environment where our pupils feel valued and respected. We will endeavour to effectively address bullying behaviour so that the incidence of all forms of bullying is minimised. Our school motto 'Be All You Can Be' is integral to the ethos of our school. It is intended to help the child, family and school support each other in achieving goals that require respect, motivation, perseverance, kindness and teamwork. In Johnstown Primary School we have three values that we try to follow in everything we do:

1. Respect Yourself
2. Respect Others
3. Be a Good Learner

We believe all children have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. We believe that bullying behaviour is a problem for both the bully and the victim and should be addressed in positive and constructive ways that provide opportunities for growth and development for the bully and victim alike. As a school we understand the importance of investing time and resources in the prevention and management of bullying. All staff, including lunchtime supervisors have received Restorative Practice Training. The aim of Restorative Practice is to develop a community within our school and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices are a philosophy and guides the way we act in all our dealings. It is about a fair process, allowing everyone the opportunity to freely express their emotions. By consistently using these fair processes and encouraging pupils to take responsibility for harming others, provides the building blocks to develop community within our school.

## Why is an Anti-Bullying Policy Necessary?

We believe that all pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. We recognise that bullying can take place anywhere in our communities and can cause physical, social or emotional harm. Our aim is for each and every child to reach their full potential both socially and academically and in order for this to happen children need to feel safe and secure within our school environment.

## Definition of Bullying

There are many definitions of bullying and children, parents and staff can sometimes disagree on this. In order to ensure that we all have the same understanding, we have agreed the following definition of bullying:

**“Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”**

## Aims

- ◆ To provide a safe caring environment for the whole school community.
- ◆ Through PSE/D, SEAL and Circle Time sessions we will continue to instill that bullying is unacceptable and reports of bullying will be dealt with, taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and they need to tell as many people as they can if they feel they are being bullied.
- ◆ Inform children, parents, governors and all staff who work in the school of our Restorative Practice Approach
- ◆ Ensure that the restorative approach is used consistently throughout all aspects of school life to develop community and manage conflict and tensions by repairing harm and building relationships.
- ◆ To notify parents and keep them informed of actions taken in response to a complaint or concern.
- ◆ To monitor incidents of bullying.
- ◆ Take appropriate action in cases of severe bullying.

## As a School we will:

- ◆ Continue to use restorative practices as an anti-bullying strategy
- ◆ Use any opportunity to discuss aspects of bullying e.g. through PSE/D SEAL lessons, Circle Time, Assemblies
- ◆ Work with outside agencies to highlight / support anti-bullying e.g. NSPCC
- ◆ Use given opportunities to discuss the appropriate way to behave towards each other
- ◆ Promote the values of our school by using the Value Vines
- ◆ Look out for good behaviour, reward and praise this
- ◆ Promote positive behaviour through use of Zone Boards
- ◆ Continue to value and promote our School Creed (Appendix 1)

- ◆ Continue to promote our school motto and school rules (Appendix 1)
- ◆ Deal effectively and efficiently with any complaints of bullying

## Nature of Bullying

Bullying can take many forms including:

- ◆ **Verbal**

Name-calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule

- ◆ **Physical**

Unprovoked assaults such as prodding, pushing, hitting or kicking, shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as a weapon

- ◆ **Social**

Humiliation through exclusion or rejection by peer group, blanking, spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor

- ◆ **Cyber**

Via the internet, e-mail or mobile phone e.g. text messages, phone calls, pictures, video clips, chat rooms, social media, instant messages or posting on websites or message boards

- ◆ **Non-verbal**

Staring, dirty looks, gesturing, manipulating behaviour through body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games

- ◆ **Provocative**

Inciting others to behave in a threatening, racist, sexist or homophobic way

## Preventative Strategies and Intervention

### Restorative Practices

At Johnstown Primary School, Restorative Practice is part of everything we do. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The importance of dialogue, respect for others and social collaboration will be evident in school-based restorative practices. The way that we speak to each other and manage conflict is so incredibly vital to how we feel and this is why

Restorative Practice is at the heart of our school.

Restorative Practice is a fair approach for bullying behaviour that has three underlying principles:

- ◆ **Engagement** – involving all participants in the process
- ◆ **Explanation** – shared understanding
- ◆ **Expectation Clarity** – clear vision for the future

Dealing with incidents or issues that may arise requires the facilitator following a restorative questions script. (Appendix 2)

Restorative Approaches are value based and needs led. These approaches are part of the ethos and culture of Johnstown School that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

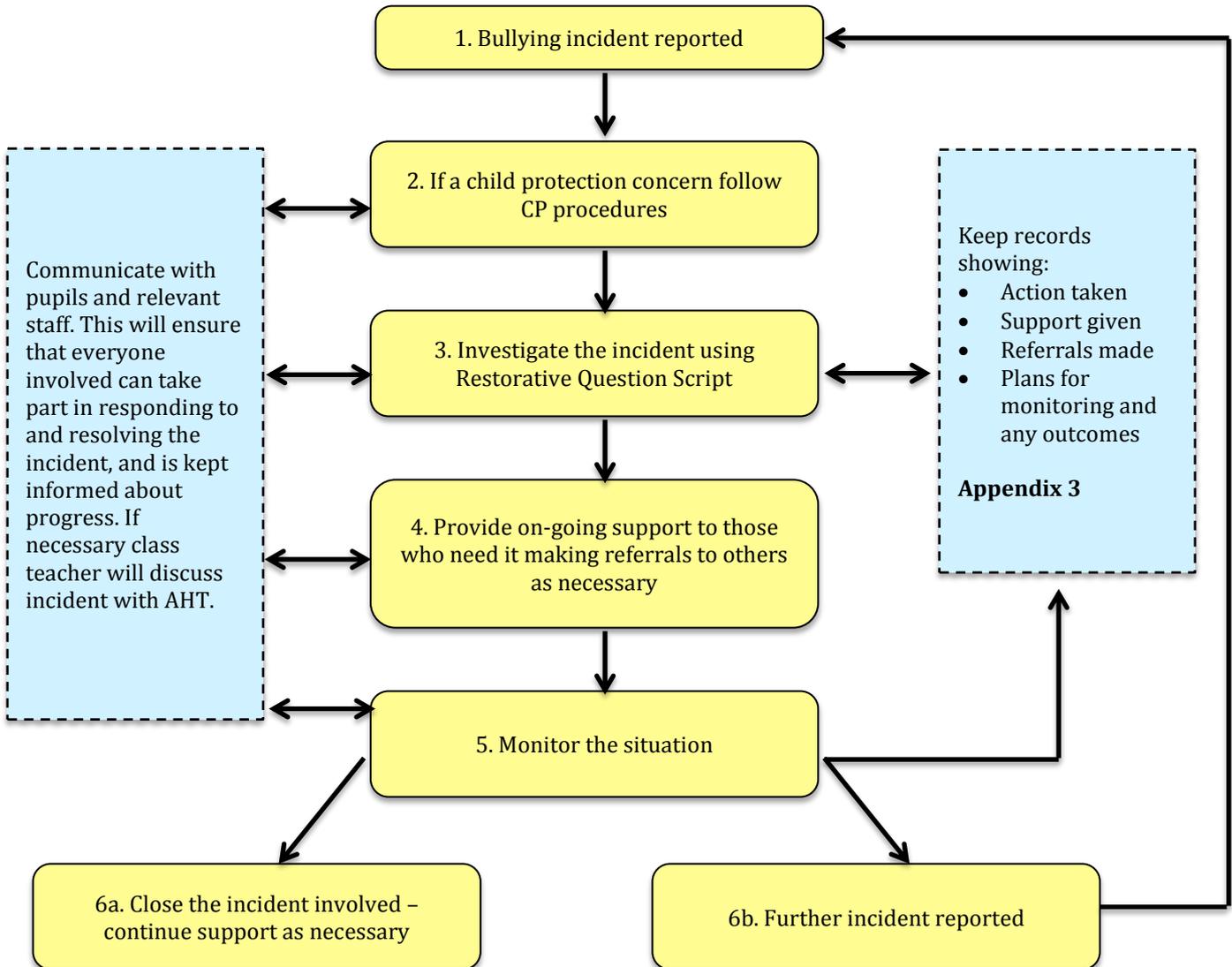
## **PSE/D and SEAL**

The bedrock of Johnstown School is the development of personal and social skills. We aim for all of our children to be healthy, confident individuals, who understand and are tolerant of the views of others. Social and emotional aspects of learning (**SEAL**) is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning and positive behaviour.

Opportunities through SEAL will enable develop opportunities and approaches to:

- ◆ Increase children's self-esteem, sense of community, social communication and friendship skills
- ◆ Discuss bullying - 'Say no to Bullying', Anti Bullying week
- ◆ Encourage mutual support and respect through the curriculum
- ◆ Develop assertiveness skills (If things go wrong try again)
- ◆ Provide opportunities through circle time to discuss bullying issues
- ◆ Explore feelings and emotions
- ◆ Class teachers to use Speakr to monitor their pupils feelings

## Bullying Incident Flow Chart



## Persistent or More Serious Behaviour

In persistent or more serious cases of bullying behaviour, the Class Teacher will refer to the Assistant Head Teacher where a restorative meeting will take place with everyone involved (Head Teacher will be present if necessary.) At this stage it is important that the right atmosphere is created, and a friendly positive approach taken. In this meeting:

- ◆ Emphasise that everyone has been invited in the hope that they might be able to help.
- ◆ Head Teacher or Assistant Head Teacher explains that the bullied child is feeling very unhappy. Emphasis should be placed on the feelings of the victim – this should

be done sensitively and with empathy for the bullied child, using Restorative Practice question cards to direct the meeting. The group will then be invited to make suggestions as to the way forward.

- ◆ It is important that all suggestions are written down and treated seriously. It is also important not to allow sides to infringe.
- ◆ When everyone has had an opportunity to contribute, all suggestions can be summarised and a plan drawn up.
- ◆ Arrange a time and date for the next meeting if it is required.
- ◆ If all goes well everyone should be praised and the bullied child given the opportunity to say how much happier he/she feels. Everyone should be thanked for helping to resolve a difficult situation.

### **If problems continue:**

- ◆ Serious consideration needs to be discussed and followed through with the Head Teacher.
- ◆ A referral made to the LEA Behaviour Support Team.

**The physical and emotional health of our children is our primary concern, and we therefore accept that in some rare situations, exclusion may be necessary - if all other strategies have been exhausted.**

- ◆ A discussion will then take place with the pupil and parents where the Head Teacher will inform them of the length of the exclusion

## **What We Can Do**

It is the responsibility of the whole school community (teachers, pupils, parents, carers) to deal with bullying. In this policy there are some strategies that we can all employ to help us deal with any bullying issues.

Staff (Appendix 4)

Pupil (Appendix 5)

Parents and Carers (Appendix 6)

## **Linked Policies**

- ◆ Safeguarding and Child Protection
- ◆ E-Safety
- ◆ PSE/PSD
- ◆ Positive Behaviour

## Appendix 1

### School Moto

**Be All You Can Be**

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### School Values

*Respect Yourself*  
*Respect Others*  
*Be a Good Learner*

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### School Creed

This is our school and we are family  
Let us promise together  
That this shall be a place  
Where we love one another  
As brothers and sisters  
Let us promise together  
That this can be a happy place  
Where we can learn about  
The world around us.

## Appendix 2

### Restorative Questions Script

#### Relational Questions 1 – Challenging Those Causing Harm

- ◆ What happened?
- ◆ What were you thinking of at the time?
- ◆ What have your thoughts been since?
- ◆ Who has been affected by what you did?
- ◆ In what way have they been affected?

→ ◆ **What do you think needs to happen next?**

This questions needs to be asked **after** the five questions have been asked to those being supported

#### Relational Questions 2 – Supporting Those Being Harmed

- ◆ What happened? ←
- ◆ What were your thoughts at the time?
- ◆ What have your thoughts been since?
- ◆ How has this affected you and others?
- ◆ What has been the hardest thing for you?

◆ **What do you think needs to happen next?**

This question needs to be the final question asked **after** the one causing harm has been asked what they think needs to happen next.

### Appendix 3

#### Record of Incident

Incident reported to:	Date:	Time:
Those Being Harmed	Those Causing Harm	
<b>Notes</b>		
<ul style="list-style-type: none"><li>◆ Action taken</li><li>◆ Support given</li><li>◆ Referrals made</li><li>◆ Plans for monitoring and any outcomes</li></ul>		
<b>Signed:</b>		

## Appendix 4

### Guidance for Staff

As staff it is important to be watchful for early signs of distress in children such as:

- ◆ Reduced standards of work
- ◆ Regular feigning illness
- ◆ Erratic attendance
- ◆ Reluctance to go out to play
- ◆ Child presenting as withdrawn or unhappy
- ◆ Easily upset

## Appendix 5

### Guidance for Pupils

#### What we can do as pupils:

- ◆ Try not to show you are frightened or upset – this is very hard.
- ◆ Always walk away quickly and confidently – even if you so not feel it inside.
- ◆ If you are being bullied tell as many people as you can about it.
- ◆ If you are different in any way whether it is the colour of your skin or your size or your accent – be proud. It is good to be different.

#### If you know someone is being bullied:

- ◆ Don't stand by and watch. Fetch help.
- ◆ Always show that you and your friends disapprove of bullying actions and behaviour
- ◆ Show sympathy and be kind to children who are being bullied
- ◆ If you know that bullying is going on tell someone.

## Appendix 6

### Guidance for Parents / Carers

Watch out for signs of distress:

- ◆ Reluctance to attend school
- ◆ Headaches, stomachs etc.
- ◆ Broken or missing possessions
- ◆ Requests for extra pocket money
- ◆ Changes in eating habits
- ◆ Changes in behaviour (becoming aggressive at home)
- ◆ Sleeping badly
- ◆ Wetting the bed
- ◆ Worrying about going to school
- ◆ Suddenly doing less well in school

If you are worried your child may be getting bullied talk to your child's teacher immediately.