Ysgol Gynradd Wood Memorial
Wood Memorial C.P. School

'From little acorns, mighty Oaks grow'

Anti-Bullying, Behaviour & Relationships Policy
September 2026

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Author	AJ, LG
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Summary of changes	1. New overview 2. Amalgamation of previous different policies 3. Restorative approaches to behaviour 4. New Values, rewards and sanctions system
Other relevant polices	Safeguarding, Exclusions
Review undertaken by	AJ, LG

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Kindness Determination Nurture Respect Integrity

At Wood Memorial we aim to foster excellent relationships between all members of our 'Woody' community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment. This policy underpins our values of Respect, Nurture, Kindness, Determination and Integrity.

We aim to;

- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

Throughout their time at Wood Memorial, learners are encouraged to develop a strong sense of belonging, building connections with others within our school community and the values which underpin all that we do. Through our bespoke curriculum, personal to Wood Memorial, we place high priority on ensuring children become emotionally literate. Particular focus is given to this through our Health and Wellbeing curriculum, encompassing Jigsaw sessions, Kiva lessons, Rights Respecting School work and ELSA intervention groups. Everything is underpinned by the four core purposes of the Curriculum for Wales.

Aims

- Create a culture of positive behaviour through a whole school approach and bespoke classroom charters
- Promote the right of all children and all adults to feel valued and respected
- Acknowledge the right of all to feel safe and secure
- Treat everyone fairly, politely and consistently
- Encourage positive self-esteem
- Involve school stakeholders and partners in the creation, implementation and review of current policy and procedures
- Encourage children to take responsibility for their actions and to consider the consequences of their actions
- Support those with specific behavioural difficulties
- Follow a set of procedures for dealing with persistently inappropriate and unacceptable behaviour

Restorative Approaches & Emotion Coaching

Restorative approaches and emotion coaching strategies are about building and nurturing relationships and promoting a happy and inclusive school. In this type of environment everyone is encouraged to recognise how they are feeling and the emotions related to the feeling or feelings, supporting our aim of building an emotionally literate school community. As a result, learners are more likely to want to succeed in all that they do, be resilient and feel included. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in our

school which is addressed through restorative approaches.

A restorative approach is based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils are therefore encouraged and supported by staff and peers (including our Wellbeing Council) to take responsibility for their actions and work out how to put things right. In restorative conversations with pupils we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, summarising
- Be empathetic - listen for thoughts, feelings, experiences, behaviours
- Use a 'solution' rather than a 'blame' approach
- Have discussions in a suitable location, involving those who were involved
- Be firm but fair and caring
- Be aware of body language, tone and facial expressions – empathetic eyes

Restorative conversation questions include:

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

***See Appendix 1 for our Emotion Coaching script and adopted approach**

Supporting Positive Behaviour

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school stakeholders, to find solutions to conflicts rather than focus on who started it and why.

It is important to understand that some pupils have additional support needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We expect all pupils to try their best and meet our school expectations for behaviour but strategies for managing behaviour will be tailored to individuals based on our knowledge of them. We support children with managing difficulties through our nurture space, Cedar room. Children are free to utilise this space to allow for brain breaks, a nurturing, quiet space or a differentiated curriculum.

Behaviour that is dangerous, difficult or consistently negative should be logged on CPOMS. Minor incidents can be logged if they are completely out of character and may be an indication of a larger problem. Rather than having a strict 'Code of Conduct' we prefer to allow classes to create their own Classroom Charters, underpinned by our school Values.

All school staff at Wood Memorial model positive behaviours, establish clear routines and communicate clearly, calmly and consistently.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, positively rewarding children whenever possible, and it is imperative to recognise consistently good behaviour. This is supported by our Class Dojo Values approach whereby classes earn Values Dojos as a team (taking away the competitive element) towards

earning a weekly ‘Triple T Time’ reward. Weekly Celebration assemblies are held every Friday where Values/Character Awards and a weekly Headteacher’s Award are presented.

Steps to Managing Behaviour

Stage 1:

- Redirection
- Reminder
- Warning*
- Time out/Change of face/Change of environment
- Restorative approach conversation
- Record details on CPOMS if required

**In line with our School Values, disrespect towards staff at any point will result in Reflection Time*

Stage 2:

- Restorative approach conversation
- Record on CPOMS
- Reflection time (if three reflection times required over a period of one week, then parent/carers will be informed via conversation/call home/email sent, followed by further sanctions e.g. removal of Triple T Time)

Stage 3:

- Change to circumstances e.g. moving to a different room or space within school, away from per groups for a set period of time
- Phone call home – possible meeting requested
- Restorative approach conversation
- Record on CPOMS
- Reflection time and temporary withdrawal of privileges

Stage 4:

- If a child's behaviour is persistently unacceptable, a meeting will be held to strategise a way forward involving key members of staff, parents/carers and relevant external agencies where necessary (Doctor, Educational Psychologist, Behaviour Support, ALNCo, EWO)
- Behaviour plan introduced with specific targets
- Plan reviewed regularly
- Incidents recorded on CPOMS

Stage 5

- Occasionally it becomes necessary for the Headteacher to issue a Fixed Term Exclusion or an internal exclusion
- Record on CPOMS
- Notify Governing Body

Stage 6

- In the rare eventuality of all attempts to improve the behaviour of a pupil failing, the final resort may be Permanent Exclusion

The stages may be used progressively but are not necessarily linear. The Headteacher has the right to override these stages and take serious sanctions such as exclusion, in the case of severe misconduct, such as bullying or incidents causing serious disruption, damage or injury.

Anti-Bullying and Respecting Others

At Wood Memorial we use the KiVa Bullying Prevention Programme to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012. The programme has been shown in large scale studies to be highly effective in reducing bullying in schools. We adopt an agreed definition of bullying from the KiVa programme;

"Bullying is behaviour that is deliberate, repeated and there is a power imbalance."

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. There is an imbalance of power. The victim is the same student who is subjected over and over again to mean and hurtful actions by others. The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying. Sometimes children hurt each other by accident. A fight or falling out between children of is not bullying. When such incidents arise, the school will deal with these in line with our behaviour policy.

The KiVa 'curriculum' is taught to all classes in years 3-6. From Nursery to Year 2, we follow the KiVa strategies and messages. We teach lessons related to friendships and anti-bullying and in line with the KiVA curriculum content. Each lesson lasts for approximately 45 minutes and is delivered on three-week cycle. During lessons the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The lessons are complimented by the KiVa computer game where students go into a virtual school and practice anti-bullying actions. The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an anti-bullying class rule.

Tackling Bullying Incidents

KiVa is a whole-school approach to combating bullying, focusing on teaching children to recognise bullying behaviours, support their peers, and foster a positive, compassionate school culture. We have a dedicated task force to tackle bullying, if an instance is raised. The KiVa team consists of two adults in school who have been specially trained to tackle bullying incidents. When a parent or student reports a case of bullying the KiVa Team will decide if it is bullying or a conflict or fight between children.

All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa Team and all children involved will be spoken to individually. After this, all those children who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa Team. Follow up discussions with all students take place after an agreed amount of time to make sure that things are improving for the victim. All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa Team. Parents of all those involved in a bullying situation are notified by the KiVa Team. However, discussions are primarily held between adults at the school and the students. All incidents and reports are uploaded to C-POMS and categorised as to the nature of the incident.

APPENDIX 1


EMOTION COACHING
Attend to the emotion
acknowledge somethings wrong
01
SAY
"Whoa! I can tell something's up right now"
Name the emotion
Put the emotion your child's experiencing into words
02
SAY
"You look really mad " or "you seem disappointed"
Validate the emotion
Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.
03
SAY
"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]
Meet the Need of the Emotion
Help your child get through the emotion until it passes
04
SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries
emotion coaching helps children learn feelings are normal, and they need to be experienced, not suppressed or avoided.

Emotion Coaching Scripts

Step 1: Recognise your own and the other person's feelings and empathise with them:

- What are the feeling(s) you might experience in this (or a similar) situation?
- What are the feelings the other person is experiencing?

Emotion Vocabulary				
ANGER	**SADNESS**	**FEAR**	**DISGUST**	**SURPRISE**
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

Step 2: Label the feelings and validate them

Labelling: • Use words to reflect back the person's emotions	**Possible sentence starters** • I wonder if you feel……. • It seems that you are……. • That sounds as though it was ……. • That must have been scary…….. • I wonder if you are feeling nervous….
Validating with Empathy: • Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person • Look for physical as well as verbal signs of the emotion being felt • Affirm • Allow time to calm down. Watch for physical signs of calming	• I'm sorry that happened to you, that must feel **……..** • How hurtful, for you • That sounds (or feels) like it is a big feeling. • I would feel …. if that happened to me. • It's normal to feel …….. about …….. • It's OK to feel angry about …….. when … happens to you • No wonder you were……., I imagine you were looking forward to… • I can see you feel …when that happens/when I do(say)….

Once the child or young person is calm

Step 3: Limit Setting (if needed):

- Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

Examples of types of positive limit setting:

- I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands.
- Remember we try to use words to tell people when something is not right for us
- When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.
- In school, we have guidelines to follow that keep us all safe.
- When it is raining, we need to wear our jackets to play outside

Step 4. Problem Solving with the child or young person

Help the C/YP to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, Sharing Ideas, Agreeing Solutions

A. Exploring

- You might talk with the C/YP's about the feelings and needs that gave rise to the problem/ behaviour/situation – be specific.
- C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start?

"What were you wanting to happen?"
"How were you feeling when that happened?" or "What did it make you feel like?"
"Have you felt that way before?"

B. Sharing Ideas

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

"Let's think of what you could have done instead"
"Can you think of a different way to deal with your feelings at this time?"
"What about if you……."
"Let's put some ideas on paper of what you could do if you felt …… in the future"

C. Agreeing Solutions

"Let's look at the list and see what we think together?"
"What ideas and suggestions do you like?"
"You could ……. or ……., which one sounds good to you?"
"What ideas don't you like?"
"Let's decide what you will do next time you feel like this"
"How do you think doing…… would be more helpful for you and others?"
"What will help you to remember to do this?"
"How can you practice to …. ?"