



YSGOL GYNRADD ROGIET PRIMARY SCHOOL

ANTI-BULLYING POLICY

May 2018

AIMS AND OBJECTIVES

We aim to produce a safe and secure environment where all can learn without anxiety. Bullying is wrong and damages individual children. We, therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Bullying will not be tolerated at Rogiet Primary School.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Through assemblies, class teaching (e.g. SEAL, Digital Literacy etc.) and visitors to the school, pupils are taught that bullying is wrong, whether physical, verbal, cyber or emotional and this is promoted throughout the school year.

This policy acknowledges the Welsh Government's Respecting Others Guidance 2011 and complies with the Equality Act 2010 (See Appendix 1 for list of Law and Guidance policies). This policy should be read in conjunction with the Behaviour Policy and Strategic Equality Plan. This policy has been drafted, reviewed and accepted by all staff and Governors. It has been communicated to pupils, parents/carers and the wider community.

A Definition of Bullying

Bullying in any form, is viewed as a serious threat to the achievement of our aims and therefore, must be actively discouraged and challenged by all staff. Children are positively encouraged to tell adults and or other children if they are ever intimidated or bullied.

Bullying is "a persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/or physical harm to another person or group of people."

Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power should not be seen as bullying." Monmouthshire County Council definition, June 2013.

Bullying is defined as – "The wilful, conscious desire to hurt, threaten or frighten someone."

Bullying may take different forms including:

Verbal – which may involve name calling, the use of written notes, and threats of physical violence;

Physical – which, in addition to assault, may involve deliberate jostling, bumping, pushing or shoving and the taking or damage to property belonging to another child;

Manipulative – which may involve manipulating social friendship groups with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships and the spreading of rumours or 'tales'.

Cyber Bullying – which involves the use of technology, such as by means of text messages or social networking to intimidate others.

Bullying is more complex behaviourally than a fight or foul language. Bullying in the form of emotional or psychological aggression is less visible to staff in the school, but very painful to the

victim. Any behaviour, which is the illegitimate use of power in order to hurt others, is bullying behaviour.

Identification of Bullying

It is important that the symptoms of bullying are recognised. This is not straightforward as many of these symptoms may result from other factors, but the following behaviours will be investigated:

- Reluctance to attend school.
- Withdrawn or isolated behaviour.
- Complaints about missing or damaged possessions.
- Refusing to talk about obvious problems.
- Being easily distressed or tearful.
- Damaged or incomplete work or sudden deterioration in educational attainment.
- Unwilling to leave parents in the morning.
- Being withdrawn, start stammering

The School's response to bullying

All staff must be aware that there is a fine line between aggressive play or teasing and bullying. We also acknowledge that the reaction of the 'victim' is an important factor. If a child is hurt or upset by an incident, however minor, it must be given due consideration.

If bullying is observed it is important to take some sort of action. Inaction will appear to sanction it. Victims and onlookers should inform an adult immediately. It should be made clear to the children that if they do nothing then they are accepting the bullying.

When bullying has been observed or reported the following steps are to be taken.

1. An account will be taken from the victim, written down if appropriate. Active listening is important and notes will be made of events and responses (feelings). The child who has been bullied should be comforted and supported, as he/she may also be fearful of any reprisals.
2. The bullying should be reported to a member of the Leadership Team. A meeting of all those involved will be called, including observers or those who collude by failing to intervene. The school's Behaviour policy guidelines will be followed.
3. They will be told that the victim has a problem and his story will be recounted in a clear way so that his distress is described. The child being bullied has the choice to be at this meeting or not.
4. The member of the Leadership Team should record the incident in the 'Red Book' in the Head Teacher's Office, with the outcome recorded, e.g., parents informed. Discriminatory incidents and bullying will also be recorded via Monmouthshire County Council's termly incident report.
5. The class teacher will be informed of the interview and any outcomes. The bully should be helped to find some way of making amends.
6. A period of monitoring of both the bullied and the perpetrator will follow.

Sanctions will be used if these steps fail to stop the bullying. These will range from missing part of a playtime, to missing an entire playtime or, if persistent, a series of playtimes. Hopefully, with use of SEAL and Personal Social Education initiatives these sanctions will rarely, if ever, be needed. Those children who suggest non-violent ways of dealing with bullies should be supported and encouraged.

If appropriate, the parents/carers of the victim and the bully may be informed. Much will depend on the success of the measures outlined above and on whether the bully has had a history of bullying.

Support for Bully Victims

It is important that children who are bullied are reassured that it is not their fault. Being the victim of bullying does not imply that an individual is inadequate and they should be specifically supported in that view. The following strategies may be used.

- Peer support – it may be possible to facilitate and encourage friendship groups particularly for children who lack confidence.
- Buddy systems – the use of older children to provide support during break or lunchtimes or travelling to and from school.
- Safe areas – places where children can go where they will not be in unsupervised contact with children who may be threatening them may provide support in the short term.
- Assertiveness training – this can be delivered in the context of social skills development and will be a benefit to many children not just those who are being bullied. (ref: P.S.E. policy, SEAL initiative)
- Counselling – this can provide emotional support and allow for a discussion of coping strategies. This can be particularly effective with children who are provocative victims.

The role of parents/carers

Parents/Carers will be involved so that they can understand what strategies the school is using and provide support for their children in maintaining self-esteem. Parents/carers will be notified of the situation in order that the school can work with them to support the child. Regular communication will take place to ensure the support systems instigated are both beneficial and effective. This dialogue will also be used to inform parents/carers of the progress on the management of incidents compliant with policy, as well as reassurance that subsequent incidents have diminished.

Parents/carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Head Teacher or Deputy Head Teacher immediately.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of teachers and support staff

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They inform the Head Teacher and note any incidents that occur within their class or in school.

If any member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the Head Teacher informs the child's parents/carers.

Any serious incidents either near the school or on the children's way home or to school are noted, if any adult witnesses an act of bullying, they can speak with the Head Teacher.

If any member of staff becomes aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and Deputy Head Teacher and/or the Leader for Learning for pupils with Additional Educational Needs. The child's parents/carers are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the social services or Monmouthshire County Council's Inclusion officers.

The PSE co-ordinator ensures all teachers are kept up-to-date with information re: bullying and with the Head Teacher, on behaviour management issues.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request, but at least annually.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly or a class discussion as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head Teacher ensures that all staff are fully knowledgeable and equipped to deal with all incidents of bullying, but they must always refer any concerns or incidents of bullying to the Head Teacher.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of Governors

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately and immediately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the Governors about the effectiveness of school anti-bullying strategies.

Incidents outside of School

A good deal of bullying can take place outside of school, to and from school, on school transport, school trips or on mobile phones and social networking sites. All pupils are expected to comply with the School Travel Code 2010 (see school Behaviour Policy and Acceptable Use of ICT Policy).

The school **may take reasonable** steps, at the discretion of the Head Teacher, to investigate incidents that have a negative impact on the orderly running of the school and/or might pose a threat to another pupil during school time or member of staff.

Working with the Police

The school will cooperate with the police if a pupil or parent/carer has reported an incident. Some forms of bullying behaviour may involve criminal offences and in these cases the school will contact the Schools Community Police Officer (SCPO). If the matter is urgent and the SCPO is unavailable, the school will contact the police directly in order to protect the person experiencing the bullying and to respond appropriately to the incident (see All Wales School Crime Beat Policy).

The school will also work in partnership with the SCPO as part of the schools bullying prevention work (see www.schoolbeat.org).

Monitoring and Reviewing

The Head Teacher, who reports to Governors about the effectiveness of the policy, monitors this policy on a day-to-day basis. The anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook (Red Book), and by discussion with the Head Teacher. Governors analyse information with regard to the protected characteristics of the Equality Act and all children involved in bullying incidents.

The school will also take into consideration any findings or recommendations from Estyn Inspections, independent reviews or the LA annual report to Head teachers.

Conclusion

At Rogiet Primary School we do not want any child to feel vulnerable or intimidated by other children. We want all children to feel happy and secure. We would ask all parents and carers, as they recognise any changes in their child, to speak to us at the first sign of any difficulties. The voice of the child is to be listened to and therefore it is vital that from the time the children start at the school all the staff get to know the children. We promote the principles of fairness and justice for all.

APPENDIX 1

The Law / Guidance Relating to Bullying

Welsh Language (Wales) Measure 2011

Equality Act 2010

Education and Inspections Act 2006

Children Act 2004

Education Act 2002

The Government of Wales Act 1998

Human Rights Act 1998

United National Convention on the Rights of the Child (UNCRC) 1989

The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. The three equality duties schools were required to show due regard to (Race Equality, Disability Equality and Gender Equality) have been replaced by the Public Sector Equality Duty (PSED). Under the PSED, schools must show due regard to the general duty and its three “components” as well as complying with a set of specifications. The three components to the PSED are:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.