

ANTI-BULLYING POLICY

Signed by chair of governors: Mr J.D Rugg

Signed by Headteacher : J Phillips

Date ratified: (by full governing body)

Date of review: February 2019

February 2018

'Learning and Growing Together'

'Dysgu a Thyfu Gyda'n Gilydd'.

Contents

Aims of the Policy	p3
What is Bullying Behaviour?	p4
Main types of Bullying	p4
Our Whole School Approach	p5
Why Should we be Concerned?	p5
Role and Responsibilities	p6
Encouraging Reporting of Incidents	p7
Procedures if Bullying Occurs	p8
Sanctions	p8
Staff Bullying	p8
Summary	p8
Reviewing Policy	p9
Reference Documents	p9

Respecting Others: Anti-Bullying Policy

Bullying is unacceptable and will not be tolerated at Llanmiloe School. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour.

“All children, whatever their race, sex, beliefs and abilities have the right to be safe and to be free from oppression, humiliation and abuse” (The Children’s Act 2004).

Children’s rights are clearly specified under the UN Convention on the Rights of the Child (UNCRC).

There are 54 articles in the Convention, setting standards in healthcare, education, and legal, civil and social services, which cover four broad areas. These areas are:

- Survival rights
- Development rights
- Protection rights
- Participation rights

As a School, we believe that a right is a basic need, rather than an entitlement or expectation. Children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a breach of Children’s Rights.

1. Aims of the policy:

Our Policy supports our whole school ethos which is to ensure that children feel safe, secure confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate. Our children’s health and well-being is of paramount importance.

Prevention includes sending out a clear message that negative behaviour is anti-social, unacceptable and will not be tolerated here. This School policy is based on the Welsh Government initiative and guidance “Respecting Others: Anti-Bullying Guidance”. It can be accessed from www.wales.gov.uk/respectingothers.

As a school, we feel that to be successful in preventing Bullying at our school we need to work in partnership with all our stakeholders. Sally Holland- The Child Commissioner of Wales feels that “Adults in all walks of life have a lot to learn from those primary school children about the power of restorative approaches.” Llanmiloe School too believes that *“Adults as well as children need to learn to recognise and call out bullying, to stop seeing their online lives as a free-for-all for their uncensored thoughts, but to address others with the same respect as they would do in a face-to-face meeting – as they would like others to address them and those they care about.”* With this in mind our Cyber Bullying and Social

Media Policies will follow a similar trend in working closely with all stakeholders to ensure that both pupils and parents understand so our pupils receive their rights.

2. What is Bullying Behaviour?

“Bullying is when someone hurts, threatens or frightens you regularly”

Definition used by SCPO Police Liaison Officers in Workshops.

Bullying is deliberately hurtful and designed to cause distress. It is usually repeated over a period of time and is difficult for the person being bullied to defend themselves against. It involves an imbalance and abuse of power and is not age dependent. It may have a racist or discriminatory motivation and can focus on ethnicity, culture, class, religion, learning difficulties, sexuality, long term health conditions and disability. It may be based on small differences between children which are not always clear to us and may shift and develop as relationships change. Bullying behaviour may be shown by individuals or groups. It may not always be clear who is manipulating the behaviour we see. Some children can be ‘provocative victims’ e.g. by behaving in a tiresome way which eventually triggers a response which may then be seen to be bullying.

Bullying is not falling out with friends, choosing not to play with someone, disliking someone, one off aggressive behaviour such as a fight between children who disagree, accidental physical contact, or the normal rough and tumble of playground life.

3. Bullying can take many forms, but the main types are:

- Physical – e.g. hitting; kicking; punching; spitting; biting; sexual harassment; having belongings damaged, stolen or removed.
- Verbal – e.g. Name calling; teasing; insulting; sarcasm; threats; offensive remarks; sexual/racial comments.
- Emotional / Psychological – e.g. excluding, humiliating, dirty looks; making distressing comments about family members, spreading stories/malicious rumours;

There are also specific types of bullying relating to identities that should be part of these existing strategies. Schools may benefit from some additional support when devising preventative and responsive measures to different types of identity- based bullying. To this end, the Welsh Government has produced a set of type specific anti-bullying guidance for schools.

This set includes:

- bullying around race
- bullying involving learners with special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying
- cyberbullying

These specific types of bullying should be tackled by the school using the guidance materials on the Welsh Government website at www.wales.gov.uk/respectingothers

Bullying affects everyone, not simply the victims and the instigators. It has an influence on other children who may witness violence, aggression and the distress of the victim.

4. Our Approach:

At Llanmiloe we have a whole school approach to preventing bullying that includes:

- Developing a positive ethos which includes knowing bullying is unacceptable here;
- Expecting positive behaviour which helps and supports learning and development;
- Promoting co-operation and expecting socially responsible behaviour;
- Encouraging those who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter the bullies;
- Valuing and celebrating everyone's differences, skills and talents;
- Supporting the development of emotional literacy, self-esteem and resilience through assemblies, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies, School Council involvement, Super Ambassador work with the Child Commissioner of Wales Sally Holland, Buddy schemes and Peer Mentoring;
- Showing respect for others;
- Making the information in this policy available to all stakeholders;
- Involving all members of the school community in designing /implementing policy.

5. Why should we be concerned?

Someone who is experiencing bullying will be upset and distressed and find it hard to concentrate on work or learning. There may be signs such as poor attendance, truancy, being late, being off school sick, becoming withdrawn and anxious, losing possessions and money, having mood swings, and showing untypical behaviour.

6. Roles and Responsibilities

6.1 The role of governors

- The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur termly, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

6.2 The role of the headteacher

- It is the responsibility of the headteacher 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher 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.
- In cases of reported physical abuse between children, the headteacher can decide to use exclusion as a punishment if he/she deems the children to be a threat or danger to other children.

6.3 The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher.
- Teachers and support staff 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 headteacher, the teacher informs the child's parents or carers.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, staff inform the headteacher and the special needs coordinator. The school then invites the child's parents or carers into the school to discuss the situation.
- In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6.4 The role of parents and carers

- Parents and 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 their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6.5 The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

7. Encouraging reporting of incidents if bullying occurs:

- Pupils in this school can be assured that their concerns will be responded to with sensitivity. All reports will be taken seriously and investigated;
- Confidentiality for anyone who shares information will be respected;
- Opportunities for children to communicate concerns include a worry box, access to any member of staff, representation on the School Council and Super Ambassador missions in connection with Sally Holland Child Commissioner of Wales and Sam's Story (Anti-bullying initiative led by pupils) buddies/mentors who will pass on concerns.

8. If bullying occurs we will implement the following procedures, as appropriate in line with the Welsh Government "Respecting Others" guidance:

- We will take all incidents seriously and record their occurrence;
- Investigate the incident / establish facts by independently talking to all involved;
- Use appropriate intervention techniques to manage difficulties between bullies & victims; encourage reconciliation where this is possible / feasible;

- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents;
- Involve parents as early as possible where incidents merit it;
- Keep accurate, factual records of all reported incidents and the school's response to them;
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Provide on-going support for those involved where necessary.
- Apply guidelines from the all Wales Police "School Crime Beat" partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible;
- Consider using a 'Restorative Practice' approach where appropriate.

9. Depending on the type of incident, if sanctions are used, these may include:

- Withdrawing privileges/free time; preventing access to parts of school; lunchtime exclusion; short term exclusion; involving parents as / when necessary; involving appropriate outside agencies; including details on the bully's school record; exclusion.

10. Staff Bullying

If a member of staff feels that he/she is a victim of bullying in the workplace, the member of staff should:-

- Discuss with Headteacher/Chair of Governors (as appropriate)
- Keep a diary of events as they occur.

The Headteacher/Chair of Governors will investigate the situation objectively with a view to resolving the situation amicably in the first instance.

Should the situation continue, then the Grievance Procedure may be followed, and external parties may be called upon to investigate matters further. (see relevant policies)

11. SUMMARY: Strategies and preventative measures to reduce the likelihood of bullying in this school:

- A whole-school approach involving everyone (staff, students, parents & governors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, e.g. assemblies, pastoral work, PSE, parents' meetings, newsletter, website;
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – knowing that not taking action condones the behaviour;
- Having a system in place for students to inform staff in confidence when bullying occurs; ensuring staff are appropriately trained and supported to respond to this.

- Developing our understanding of collective responsibility through Super Ambassadors, Support Groups, Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (e.g. PSE and our Healthy Schools initiative; sessions with Police Liaison Officers);
- Having a clear, explicit link with the school's Behaviour and Child Protection & Safeguarding Policies;
- Including bullying in our home-school agreement.
- Providing clear information and guidance on dealing with bullying and the help which is available for students, parents and staff.

12. Reviewing the policy

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed and revised annually.

13. Reference documents and useful links:

- "Respecting Others: Anti-Bullying Guidance" Sept 03 National Assembly for Wales Circular No: 23/2003
- "Respecting Others: Anti-Bullying Guidance" Sept 11 National Assembly for Wales Circular No: 050/2011
- "Evaluation of Anti-Bullying Policies in Schools in Wales" Cardiff University Report 2006
- Be-SMART Resource file / Carmarthenshire County Council Internet Safety Group
- All Wales Police "School Crime Beat" guidelines for schools
- www.schoolbeat.org for links to Police School Liaison Programme outline and documents.