

# Ysgol Bryn Teg/Bryn Teg School



## Policy on Bullying

### 1 Introduction

Every learner has the right to learn, free from the fear of bullying, whatever form that bullying may take. Everyone involved in a learner's education needs to work together to ensure that this is the case.

- 1.1 The Welsh Government in its document 'Respecting Others : Anti Bullying Guidance – Circ No 23/2003 states that:-

There are many definitions of bullying, but most consider it to be:-

- Deliberately hurtful (including aggression)
- Repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence
- Difficult for victims to defend themselves against.

Individual learners' perspective on what constitutes bullying is also a key element to take into account.

- 1.2 Bullying can take many forms, but the three main types are:-

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e'mails or text messages on mobile phones.

### 2 Aims and objectives

- 2.1 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.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### 3 The role of governors

- 3.1 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.
- 3.2 The governing body monitors incidents of bullying that do occur, 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.

- 3.3 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.

#### **4 The role of the headteacher**

- 4.1 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.
- 4.2 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.
- 4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 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.
- 4.5 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.

#### **5 The role of the teacher and support staff**

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 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.
- 5.3 All staff have received Restorative Practice training to support learners in de-escalating, distracting and helping learners to solve difficult situations faced, where accurate accounts of incidents will also be recorded. These records will be used as evidence when complaints of bullying are made.
- 5.4 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, we inform the headteacher and the special needs coordinator. We then invite 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.
- 5.5 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.
- 5.6 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.

- 5.7 Within each class, teachers operate a strike chart system with the aim of controlling unruly behaviour. Three strikes result in a child missing some of his/her break throughout the week. Six strikes result in the child missing 3 days of their break (pupils have opportunities to earn back some break times through positive behaviour) and nine strikes results in the parents being called into school to discuss ways forward. This usually results in a behaviour chart for the child to monitor behaviour on a daily basis.

## **6 The role of parents and carers**

- 6.1 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.
- 6.2 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.

## **7 The role of pupils**

- 7.1 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.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 7.3 Our School Council has developed its own anti-bullying code.

## **8. Staff Bullying**

- 8.1 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.

- 8.2 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)

## **8 Monitoring and review**

- 8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 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, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 8.3 This policy will be reviewed every two years, or earlier if necessary.

**Revised Autumn Term 2016**

**Signed:** \_\_\_\_\_  
**CHAIR OF GOVERNING BODY**

**Signed :** \_\_\_\_\_  
**HEADTEACHER**

**Date:** \_\_\_\_\_