

The Federated Primary Schools of the Upper Afan Valley



Anti-Bullying Policy

Policy Adopted:	26.11.19	
Review Cycle:	Annually	
Signed:	<i>M. Goodridge</i> (Chair of Governors)	
Review Dates:	25.11.2020	Signed:
		Signed:

Anti-Bullying Policy

Rationale

Everyone attending the Federated Primary Schools of the Upper Afan Valley has the right to feel welcome, secure, and happy. We are committed to providing a caring, friendly, and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere, and where they can take full advantage of the educational opportunities available to them at school. Bullying of any sort can prevent this being able to happen and hinders equality of opportunity.

It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

1. What is bullying?

- Bullying is the use of aggression with the intention of hurting another person.
- Bullying results in pain and distress to the victim.
- Bullying can be:
 - **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - **Physical** pushing, kicking, hitting, punching or any use of violence
 - **Racist** racial taunts, graffiti, gestures
 - **Sexual** unwanted physical contact or sexually abusive comments
 - **Homophobic** because of or focusing on the issue of sexuality
 - **Verbal** name-calling, sarcasm, spreading rumours, teasing
 - **Cyber** Using social media with the intention of hurting another person
- Bullying can be persistent. It is the deliberate, unjustifiable and unprovoked use of force. It causes physical, emotional or mental hurt to the victim. It violates a person's freedom and rights.
- It can be perpetrated by an individual or a group.
- Although identification of bullying depends on the specific context of the behaviour, examples include: hair pulling, mimicking, blackmailing, pushing people, saying horrid things about family, clothes or appearance, kicking, hitting, spreading rumours, damaging someone's property, excluding from games.
- It is **not** when two people have an occasional fight or disagreement.
- Bullying is a wilful, conscious desire to hurt, threaten or frighten somebody either physically or verbally. A boy or girl may be subjected to reported aggressive acts over a period of time by another boy/girl or group of boys/girls. It can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing property of the victim, or coercing the victim into acts which s/he does not wish to do.

2. Why it is important to respond to bullying

Schools have a responsibility to respond promptly and effectively to issues of bullying.

It is the basic entitlement of all children that they receive an education free from humiliation, oppression and abuse. Bullying hurts, and no-one should be a victim of bullying. Everyone has the right to be treated with respect.

3. Objectives of this Policy

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors, staff, pupils and parents should know what the school policy is on bullying, and follow it when bullying is reported.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

4. Identifying Bullying

The principal forms of bullying are **verbal, cyber, physical** and **manipulative**.

Verbal bullying

- May involve name calling
- May include threats of physical violence

Cyber bullying

- May involve name calling
- May include threats of physical violence

Physical bullying:

- Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time.

Manipulative bullying

- Manipulates social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships.

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically based lifestyles. It may dwell upon race, religion or nationality. It may also reflect upon parental ignorance and bigotry, or neighbourhood feuds.

5. Whole School Approach

Bullying must be dealt with as a whole school issue. This includes awareness raising, actively involving pupils in drawing up definitions and seeking solutions and defining acceptable and unacceptable behaviour. We believe that where preventative measures are in place and there is a climate of positive concern bullying can be greatly reduced.

The following key points should be followed:

- Never assume that bullying is not happening
- Never ignore suspected bullying
- Don't make premature assumptions
- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth
- Adopt a problem solving approach which moves pupils on from justifying themselves
- Follow up repeatedly, checking that bullying has not returned.

Pupils who persistently bully may need additional help or treatment. However, where other strategies do not resolve the problem, exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

6. Curricular Approaches

Bullying and its effects may be exemplified and reinforced through some areas of the curriculum. Personal and Social Education is a key area but stories, poems and drama can also be used as a starting point for discussions. Likewise, stories in R.E. such as Joseph and his Coat of Many Colours can be used as a stimulus for discussion about bullying. The main objective for these discussions is to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding for victims, and help build an anti-bullying ethos
- Teach pupils how to manage their relationships with others constructively
- Explore such issues as:
 - Why do people bully each other?
 - What are the effects of bullying on the bullied, on bullies and on bystanders?
 - What can we do to stop bullying?

7. Strategies for Reducing Bullying

We use a variety of strategies to help reduce bullying.

Working Co-operatively

As children mature, they are given opportunities to:

- Explore issues and controversies by considering different points of view.
- Be more tolerant of others and more willing to listen.
- Work on tasks which require a group effort.
- Children share information and divide work towards common goals.
- Roles vary within groups: scribe, problem solver, etc

Role of Playground Buddies.

Some schools have nominated playground buddies from Years 2-6. These are pupils who have the role of ensuring that no child feels isolated, particularly at break times. Buddies are also a point of contact for pupils if they feel anxious or upset. Buddies have the responsibility of reporting any break time concerns to an adult.

Circle Time

All classes hold circle time sessions. These are used by teachers as discussion times to talk about issues such as behaviour and relationships. There are agreed rules which encourage pupils to:

- Listen to others and tolerate others' views
- Learn to take turns
- Focus on their own feelings and the feelings of others
- Discuss difficult issues using a problem solving approach

Assemblies

Assemblies are used to encourage pupils to reflect on their own behaviour and on that of others as well as on the effects of this behaviour. Through assemblies pupils are encouraged to develop a respect for others. Examples of themes covered in assemblies are being responsible for our actions, doing unto others, kindness, caring for others, sharing, working together and feelings.

8. Involving Parents

We aim to involve parents in our work on anti-bullying as we believe they have an important role to play in supporting the school's work in this area. A copy of the school's anti bullying policy is available on request from the office, and on the school website. We seek parents' support in encouraging their child to report any incidents of bullying to staff rather than to try and fight back. The school procedure for dealing with alleged bullying is explained. Parents are made aware that any concerns that they may have about bullying will be taken seriously. Some claims of bullying may be false or exaggerated and parents are made aware of this, and are asked to make sure that their child does not falsely accuse others of bullying. However, all claims of bullying will be treated seriously and will be investigated. Where bullying is found to have occurred, a

further appointment will be made with parents to explain actions taken, and to check bullying has stopped. Children understand that if they are involved in bullying in school, their parents will be contacted. Our approach in the first instance is not to apportion blame but to seek to resolve the problem.

9. Procedures

- i. Report bullying incident to staff.
- ii. Incident is investigated.
- iii. If it is deemed to be a bullying incident, the incident will be recorded using our online reporting system.
- iv. An attempt will be made to help the bully (bullies) change their behaviour
- v. Review meetings will held with victim and bully in order to monitor the situation

10. Strategies/Sanctions/Disciplinary Measures

These will be dependent on individual circumstances, and may include -

- Inform parents by telephone or in writing
- Meetings with parents
- Loss of privileges
- ELSA sessions in school
- Referral to the Behaviour Team
- Involving outside agencies eg CAMHS
- Fixed exclusion
- Permanent exclusion