

Brynmill Primary School



Anti - bullying Policy

Being Different, Belonging together

Bod yn wahanol yn perthyn i'n gilydd

Spring 2018

Anti-bullying Policy

Introduction

Every child should be able to learn in a bully free environment. All children should feel confident that when coming to school they can spend the day in a place where everyone works together to support each other. When bullying does occur, children and parents should feel confident to report the behaviour, secure in the knowledge that the report will be taken seriously and dealt with appropriately.

Aims of this policy:

Our aims are to:

- produce a safe and secure environment where all can learn without anxiety
- produce a consistent school response to any bullying incidents that may occur
- make all those connected with Brynmill Primary School aware of school's opposition to bullying
- make clear each person's responsibilities with regard to the school's position towards bullying
- make sure that bullies know how to stop bullying

What is bullying?

According to SEAL (Social and Emotional Aspects of Learning), bullying:

- goes on for a while, or happens regularly;
- is deliberate; the other person wants to hurt, humiliate or harm the target;
- involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power; they are older; they are stronger; there are more of them; they have some 'hold' over the target (e.g. they know a secret about them).

"It is the wilful, conscious desire to hurt, threaten or frighten someone."

'Bullying: A Positive response (Tatum & Herbert 1990)

"Bullying involves aggressive dominance of one pupil by another or a group of others. Bullying is premeditated and usually forms a pattern of behaviour rather than an isolated incident. The fact that incidents are not reported to staff does not mean they are not happening."

Welsh Office circular: Guidance on School Attendance, Behaviour and Discipline 1999.

Bullying can be :

- **Emotional** – excluding, tormenting, humiliating, ridiculing, ignoring
- **Physical** – pushing, kicking, hitting, violence, taking of and damaging belongings
- **Racist** – taunts, graffiti, gestures, physical violence, mocking
- **Sexual** – unwanted physical contact or comments of an unwelcome sexual nature

- **Verbal** - name calling, sarcasm, spreading rumours, and persistent taunting
- **Homophobic** – name calling, making offensive comments
- **Cyber** – harassment, alarm, distress or humiliation that uses internet – related and telephone technology

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

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

Signs of bullying

Children are encouraged to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that everyone watches out for the following indicators in the behaviour of victims of bullying.

The victim might be:

- Frightened or unwilling to come to school
- absent from school more than usual
- withdrawn and anxious
- starting to stammer
- running away from school
- crying at night or having nightmares
- performing less well at school
- coming home with damaged belongings or possessions going missing
- asking for money or stealing money
- losing money on a regular basis
- suffering from unexplained cuts and bruises
- becoming more aggressive and bullying others
- losing appetite or complaining of being hungry

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause. Children are encouraged to recognise and talk about emotions and feelings. There are many people on hand and available to discuss concerns. Adults, blues busters, prefects, emotion coaches. Worry Boxes are available and checked regularly to follow up children's concerns.

Strategies for Prevention

Everything possible is done to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. Time will be spent not only with the victim but also considering reasons why a child becomes a bully. There are times when issues relating to bullying might be discussed in class.

Communication

Home School communication is extremely important to ensure worries and concerns are dealt with as and when they arise. **Class Dojo** is used as a vehicle for home school communications. Teachers and Family Well Being Leaders work with parents to ensure children are safe and happy in the school environment.

Personal and Social Education (PSE) – discussions about bullying are identified in the curriculum map for P.S.E. and might include:

- **P4C (Philosophy for Children)**, which is delivered in a number of classes, enables children to discuss a variety of issues, including bullying.
- **Anti-bullying Week** – this takes place during the Autumn Term and at Brynmill, a number of activities are organised during the week in order to raise awareness of bullying.
- **Circle Time** - an opportunity for class discussion on issues relating to bullying and why people bully and are bullied. Children are encouraged to raise general or specific issues on bullying / friendships / relationships.
- **Pupil voice** – questionnaire to children about school and any concerns they have; informal discussion between children and staff ; training for older pupils to take responsibility as prefects/peer mediators; restorative practices to enable the 'victim' to express his/her views

Procedures

Children, who are either being bullied, or suspect someone is being bullied, should be encouraged to report incidents to a member of staff who will:

- Make initial, informal investigations and attempt to resolve them
- Record details of any serious cases of bullying and report them to Inclusion Co-ordinator. Reports kept on file in Support Room
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully (bullies) change the behaviour
- In the most serious or persistent cases, parents will be informed and asked to attend a meeting to discuss the problem

Outcomes

- ❖ Restorative practices may be employed, using key questions.
- ❖ The bully (bullies) may be asked to apologise. Other consequences may take place (see Behaviour Policy).
- ❖ If possible, the pupils will be reconciled.
- ❖ After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

- ❖ Where the strategies employed to deal with the bullying have proved to be ineffective, external support agencies, such as the behaviour support or educational psychology services, will be contacted.
- ❖ In serious cases exclusion will be considered.

The role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from the school. The governing body takes very seriously any incidents of bullying that do occur and ensures that they are taken very seriously and dealt with appropriately.

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 on request about the effectiveness of school anti-bullying strategies.

The governing body responds to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head Teacher

It is the responsibility of the head teacher to:

- implement the school anti-bullying strategy
- ensure that all staff (both teaching and non-teaching) are aware of the school policy
- know how to deal with incidents of bullying
- report to the governing body about the effectiveness of the Anti-bullying Policy, on request
- ensure that children know that bullying is wrong, and that it is unacceptable behaviour in the school
- ensure that all staff understand what procedures to follow when an accusation of bullying arises

The role of Teachers and Family Well-Being Leaders.

As a school all forms of bullying are taken seriously. Teachers and the Family Well-Being Leader work together to investigate such worries or concerns. They keep their own records of all incidents that happen in their class.

All incidents of bullying that occur and are reported, are subsequently recorded on **'My Concern'**.

Teachers and Family Well-Being Leaders, who become aware of any bullying taking place, deal with the issue immediately by:

- carrying out a full investigation (gaining a clear picture – information from victim, bully and witnesses)
- recording details of the incident(s) and inform the Inclusion Co-ordinator and child's parents if the behaviour is repeated

- talking to the child who has bullied, with explanation of why the actions of the child were wrong
- endeavouring to help the child change his/her behaviour in future
- employing 'Restorative Practices', bringing the bully and victim together, so that the victim has an opportunity to let the bully know his/her feelings
- all staff are made aware of the incidents and will monitor activities of bully and victim

Teachers take part in behaviour management training, which enables them to become equipped to deal with incidents of bullying and unacceptable behaviour.

The role of parents

Parents 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 in order that difficulties in relationships in school can be sorted out in school **rather than parents intervening themselves**
- actions should be agreed at this meeting and parents will be given feedback as to the outcome
- should also make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated

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

Rights Respecting School

At Brynmill Primary School, we follow and keep the principles of the United Nations Convention on the Rights of the Child (UNCRC). We believe that every child in our school has the right to the 42 Articles. The Articles relevant to this policy are:-

- Article 1: Everyone under 18 has these rights.
- Article 2: All children have these rights no matter what!
- Article 3: Everyone who works with children should always do what is best for each child.
- Article 6: You have the right to life and to grow up to be healthy.
- Article 12: Your right to say what you think should happen and be listened to.
- Article 19: You should not be harmed and should be looked after and kept safe.
- Article 28: Your right to learn and to go to school.
- Article 29: Your right to become the best that you can be.
- Article 31: Your right to relax and play.
- Article 36: You should be protected from doing things that could harm you.

Strategic Equality Plan

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and many people, at some stage, may have been involved in a bullying incident. It is important that everyone keeps an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully, where insufficient proof is available.

Monitoring of the Policy

This policy will be monitored and reviewed in line with school's policy review cycle.

This policy was reviewed and accepted by staff in the Spring Term 2020

This policy was ratified by the Curriculum Sub Committee on the / /

This policy was endorsed and ratified by the full Governing Body on the / /

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access (Swansea)	01792 484010
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Reviewed and accepted by the staff	Spring 2018
Approved by Curriculum Committee (date)	Spring 2018
Ratified by Governing Body (date)	
Scheduled for review	Summer Term 2020 or curriculum review, whichever is sooner.
Head teacher's signature	
Chair of Governors signature	