

# Rhiw Syr Dafydd Primary School



## Anti Bullying Policy

Issue	Author	Date	Approved by Governors
1.0	C George	July 17	

## Anti-Bullying Policy

### **Mission Statement**

Our mission is to create a happy and productive community of learners who are

**R**espectful of everybody and everything

**S**haring our knowledge and understanding

**D**etermined to make a difference

**P**assionate about life long learning

**S**aying yes to success

### **Race Equality Statement**

At Rhiw Syr Dafydd Primary School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We at Rhiw Syr Dafydd recognise that Wales and the U.K. have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

### **School Commitment**

At Rhiw Syr Dafydd Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Rhiw Syr Dafydd Primary School. If bullying does occur, all pupils should be able to tell someone and know that the incident will be dealt with promptly and effectively. We are a 'Telling' school. This means that anyone who knows that bullying is taking place is expected to tell a member of staff.

### **What is bullying?**

Bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

### **What is bullying?**

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

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

Individual pupils' perspectives on what constitutes bullying are also a key element to take into account.

## **Bullying can be:**

- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- **Physical** – pushing, kicking, hitting, punching or any use of violence;
- **Non-verbal communication** – unkind looks and expressions, hand gestures;
- **Racist** – racial taunts, graffiti, gestures;
- **Sexual** – unwanted physical contact or sexually abusive comments;
- **Homophobic** – because of, or focussing on the issue of sexuality;
- **Verbal name calling** – sarcasm, spreading rumours, teasing;
- **Cyber** – all areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities;
- **Prejudice** – based bullying related to special educational need, sexual orientation, sex, race, religion and belief, social deprivation, gender reassignment or disability.

## **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. This is why we take seriously our responsibility to respond promptly and effectively to issues of bullying.

## **Aims and Objectives**

### **We aim to ensure that:**

This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it.

### **We aim:**

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour;
- To take positive action to prevent bullying from occurring through giving our pupils the strategies and skills to cope through effective teaching;
- To show commitment to overcoming bullying by practising zero tolerance;
- To ensure that all pupils, staff, governors and parents are aware of the school's opposition to bullying and that each person is clear of their responsibilities with regard to the eradication of bullying;
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment;
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims;
- To have a consistent approach for dealing with any incidents of bullying that may occur;
- To ensure that all bullying incidents are resolved satisfactorily within the shortest time frame possible.

## **Roles and Responsibilities**

### **Whole school and individual staff responsibilities:**

Suspected bullying should never be ignored and all forms of bullying should be taken seriously with intervention to prevent incidents from taking place.

#### **All Staff will:**

- Foster opportunities for children to learn to care for one another following the school's mission statement;
- Never make premature assumptions;
- Listen carefully to all accounts and investigate as fully as possible;
- Adopt a problem-solving approach which moves pupils on from justifying themselves;
- Talk to the child about any incident and reassure them that telling was the right thing to do;
- Complete the school pro-forma for recording bullying incidents and always report to the Head Teacher;
- Follow-up repeatedly, checking bullying has not resumed;
- Use a range of teaching and learning styles and strategies which challenge bullying;
- Use interventions which are least intrusive and most effective;
- Act as a role model for children in their relationships with adults and children;
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns;
- Ensure that children are well supervised at all times;
- Create a classroom climate of trust and respect for all by praising, rewarding and celebrating the success of all children;
- Ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE, values materials, anti-bullying assemblies and workshops.

#### **The Head Teacher will:**

- Establish opportunities for children to learn to care for one another in a relaxed, friendly school environment;
- Implement the anti-bullying strategy and ensure that all staff (teaching and support) are aware of this policy and know how to deal with incidents of bullying;
- Maintain a record of bullying incidents and report to the governing body in termly reports about the effectiveness of this policy;
- Ensure that every child knows bullying is wrong and that it is totally unacceptable behaviour. This may be done as a planned exercise or when opportunity arises, through assemblies, in PSHE lessons or during anti-bullying week;
- Set a school climate of mutual support and praise for success, thereby making bullying less likely;
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child;
- Ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques;
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.

### **Governors will:**

- Support the Head Teacher in all attempts to eliminate bullying from the school;
- Monitor incidents of bullying that occur and review the effectiveness of this policy;
- Require the Head Teacher to keep accurate records of all incidents of bullying.

### **Parents**

When parents raise a concern that their child is being bullied, it is essential that this concern is taken seriously and not dismissed without further enquiries being made.

The bullying incident report form can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff.

### **Parents of a bullied child will:**

- Talk to the child about any incident and reassure them that telling was the right thing to do;
- Make a note of what the child says;
- Make clear to the child that, if any further incidents occur, they should tell a teacher or other member of staff straight away;
- Make an appointment to speak to the child's teacher and/or the phase leader as soon as possible;
- Parents who suspect bullying or whose child has been bullied will not take matters into their own hands.

If, after investigation, bullying is confirmed, parents of a child who has been bullying will:

- Discuss the issue with the child's teacher and agree a course of appropriate actions or sanctions in line with the school's behaviour policy;
- Talk to the child and explain that bullying is wrong and hurts others;
- Regularly discuss with the child how things are going at school;
- Praise and encourage the child when they are being kind and considerate to others.

### **Pupils**

Victims and witnesses of bullying should know that it is 'ok to tell'.

### **Pupils will do their best to:**

- Tell an adult (e.g. parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) or go with a friend to tell an adult if they are a victim of bullying;
- Have a responsibility to tell an adult (e.g. parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) if they witness bullying;
- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way;
- Never bully another child in the school.

## **Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is frightened of walking to or from school;
- Doesn't want to go on the school/public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school;
- Begins truanting;
- Becomes withdrawn, anxious or lacking in confidence;
- Start stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions go 'missing';
- Asks for money or starts stealing money (to pay bully);
- Continually loses dinner money or other monies;
- Has unexplained cuts or bruises;
- Comes home particularly hungry (money/lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what is wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other issues, but bullying should be considered a possibility and should be investigated.

## **Action Taken At Rhiw Syr Dafydd To Prevent/Reduce Bullying**

- Implementation of the School's Positive Behaviour Policy that creates high standards of behaviour;
- The frequent reinforcement of the school's Mission that states - "Respect of everybody and everything";
- Increase in staff present on playground during break/lunchtimes. These staff not only deal with incidents of bullying as they arise, but also engage pupils in play activities so reducing the opportunity of bullying;
- Focus on reduction of rough play, which in itself can mask bullying;
- The Pupil Council is an alternative mechanism through which pupils can raise issues, including bullying;
- Creating a caring environment, where concern for the individual is emphasised wherever possible;
- By making it clear that bullying will not be tolerated;
- By encouraging the children to talk about bullying. It is recommended that this be done at least twice a term in each class and through a number of methods e.g. Discussion, role-play, creative writing and circle time. Through such activities in a peer group, disapproval of bullying is established;

- Ensuring that teachers, parents, Governors and all staff are aware of the school policy on bullying;
- By frequently reminding the children that they can tell any member of staff about bullying and ensuring that the children's complaints will be taken seriously;
- Anti-bullying posters and displays placed prominently around school;
- 'Bully form' system through which pupils can inform Head Teacher of unresolved bullying issues;
- Assemblies;
- PSE lessons.

### **Procedures and Recording**

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.

If an allegation of bullying is made by a parent, full written details should be taken and referred to the Head Teacher or Deputy Head Teacher who will then complete the Bullying Incident Form and investigate thoroughly.

When the prevention strategies do not successfully stop bullying occurring and the school receives a complaint of bullying, the following process is followed:

- The complainant is informed of how and when the complaint will be investigated;
- Bullies will be interviewed both separately and together;
- The victim and anyone else who witnessed the incident will be interviewed;
- Whatever the outcome of the investigation, all parties will be left in no doubt as to the effects of bullying and the school's policy;
- In the event of a complaint being upheld the bully / bullies will be told to stop;
- Parents of both bullies and victims will be informed verbally or in writing of the outcomes of the investigations and of any immediate sanctions or threatened sanctions should there be a recurrence. These range from withdrawal from playground to parents being requested to collect and supervise pupils on the journey from school to both fixed term and permanent exclusion;
- Victims will be given a guarantee that any repercussions will lead to the immediate imposition of the agreed sanctions.

The school recognises that racism is not the same as bullying. Racism is much broader and takes many forms of which bullying is just one. Racist bullying will not only be dealt with in line with this policy but in addition will be addressed through the schools Racial Equality Policy and procedures.

## **United Nations Convention for the Rights of the Child (UNCRC)**

states that :

Every Child and Young Person in Wales (0-25 yrs) has a basic entitlement to:

- Have a flying start in life;
- Have a comprehensive range of education and learning opportunities;
- Enjoy the best possible health and are free from abuse, victimisation and exploitation;
- Have access to play, leisure, sporting and cultural activities;
- Are listened to, treated with respect, and have their race and cultural identity recognised;
- Have a safe home and a community which supports physical and emotional wellbeing;
- Are not disadvantaged by poverty.

### **Conclusion**

Bullying under any circumstances will not be tolerated. Bullying is a major concern both in school and in society as a whole. It can have a dramatic effect on a child's achievement and is a significant barrier to learning. The long term damaging effects of bullying can lead to low self-esteem, and could contribute towards poor social, emotional and educational development. Bullying can lead to disaffection from school, which can prevent inclusion and impinge upon the individual's human rights.

At Rhiw Syr Dafydd Primary School we endeavour to implement this Anti Bullying Policy in conjunction with our Race Equality and Behaviour Management Policy, to protect the pupils in our care from bullying and its potentially devastating consequences.

## Bully Log

<b>Sheet Number:</b>	<b>Date:</b>
<b>Time of Incident:</b>	<b>Location:</b>
<b>Supervising staff present:</b>	
<b>What happened (Staff report):</b>	
<b>Action taken / to be taken by the school:</b>	
<b>Pupils comment:</b>	
<b>Parent's comment:</b>	

**Meeting with the school**

<b>Date of meeting:</b>	<b>Time:</b>
<b>Location:</b>	<b>Present:</b>
<b>Incidents / points discussed in meeting:</b>	
<b>Agreed points of action:</b>	
<b>Teacher's signature:</b>	
<b>Parent's signature:</b>	