

SCHOOL POLICY DOCUMENT

Anti-Bullying Policy



Cwmbach Community Primary School
Ysgol Gynradd Gymunedol Cwmbach

Happiness at the Heart of Learning

Headteacher: Mrs S. Jones

Rationale

Our vision at Cwmbach Community Primary school is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of terms

What is bullying?

Cwmbach Community Primary School adopts the following definition of bullying from *Tackling Bullying in schools: A survey of effective practice* – Estyn 2006

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.”

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

Emotional - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing.

Physical - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.

Racist - e.g. racial taunts, graffiti, gestures.

Sexual - e.g. unwanted physical contact or sexually abusive comments.

Homophobic - e.g. associated with or focused on the issue of sexuality.

Verbal - e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky, e-mail or text bullying, bullying through a 3rd party. Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

Aims and Objectives

The aim of our anti-bullying policy is to:

- clarify for students and staff what bullying is and that it is always unacceptable and explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

School also intends:

- To involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying.
- To have in place an anti-bullying support system, that all staff and students understand and to apply the system consistently.
- To regularly monitor and review the policy with the full involvement of staff, student, parents/carers and the wider school community.

Practice and Procedures

What we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules⁸. All members of the school community are expected to report incidents of bullying.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model
- Develop positive relationships with pupils so that pupils feel that they can talk to the member of staff
- Raise awareness of bullying through stories, role-play, discussion, circle time, Peer support, School Council, PSHE, Thrive and RE.
- Through the Headteacher, keep the Governing Body well informed regarding issues concerning behaviour management.
- Provide a key staff member who is responsible for the monitoring of the policy.
- Ensure that all pupils understand the various ways to report bullying

Bullying outside of school

A good deal of bullying takes place outside of the school gates, particularly on social media and on online games. We encourage our pupils to share worries or concerns with members of staff in school. Depending on the situation, a range of steps can be taken:

- Contact Police Liaison Officer
- Involve parents and members of the local community
- Talk to pupils about how to avoid or handle bullying outside the school premises

Parents / Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:

- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behavior.
- Be informed about who can be contacted if they have any concerns about bullying.

Governors

We expect that Governors will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Pupils

We expect that pupils will:

- Support the Headteacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise. (e.g. via School Council, circle time etc).
- Be involved in the monitoring and review of the policy.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

Identifying behaviour as bullying

Types of bullying include:

- Verbal bullying: Calling names, teasing, taunting, threatening, insulting, making offensive remarks (including sexist, homophobic and racist comments) are all included in this type of bullying)
- Physical Bullying: Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.
- Social Bullying: Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person.

Onlinebullying

Onlinebullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Onlinebullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for onlinebullying is huge. Several types of onlinebullying have been identified:

- Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of onlinebullying and is now a criminal offence.
- E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.
- Social media and on line bullying involves sending menacing or upsetting responses to children when they are in a web-based chat room.
- Bullying via websites includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.

There has also been a significant increase in social networking sites for young people such as Snapchat, Facebook, Ask.FM, KIK and Twitter which provide further opportunities for onlinebullying.

Damage to Property:

- Intentionally damaging other people's property; graffiti.

Bullying incidents on the basis of protected characteristics as identified in Equalities Act (2010)

Disability / Special Needs / Medical condition

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need

Gender Identity (Transphobic Bullying) Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)

Race / Ethnicity Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)

Religion / Belief Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief

Sexual Orientation Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates: Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who identify as lesbian, gay or bisexual (LGB).
- Young people who are perceived by others to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

Biphobic bullying Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

Sex (Gender)

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

Strategies for pupils

In conjunction with the Head Boy and Girl and the School Council, the school has developed various ways of pupils to report bullying. These are:

- Speaking directly to a member of staff
- Speaking to an adult at home
- Speaking to Miss Portingale or Mrs Portingale (ELSA practitioners)
- Putting a worry note in the 'Stay Happy' box (located in the Thrive area)
- Putting a worry note into a worry monster and handing it directly to an adult

At regular intervals through the year, the Year 6 School Councillors and the Head Boy and Girl will deliver an assembly to remind pupils of the various routes to report bullying. This will include supporting pupils to identify the differences between falling out and bullying and strategies to deal with minor incidents before they escalate into bullying.

Managing a specific incident

Recording

All incidents identified as bullying in or out-of-class should be recorded in the pupil's file.

Incidents clearly identified as bullying must be reported to a senior member of staff (Deputy Headteacher/Headteacher). Parents (of both bully and person bullied) informed of what has happened, and how it has been dealt with. Records of discussions to be filed and minuted by a third person.

Dealing With An Incident

Whenever a bullying incident is discovered school will go through a number of pre-arranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved. See flow chart in Appendix 1 for more information.

The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.

School expects to support all involved by:

- Talking through the incident with bully and person bullied
- Helping the bully and victim to express their feelings
- Talking about which rule(s) has/have been broken
- Allow the victim and bully to meet and discuss issues leading to conflict resolution
- Develop coping strategies for the victim to avoid the situation

All individuals involved in the incidents will be offered ELSA and/or Thrive to support them in dealing with the emotional impact of the situation and to avoid similar situations from occurring in the future.

Nevertheless sanctions may include:

- Time away from an activity within the classroom.
- Time out from the classroom.
- Missing break or another activity
- Formal letter home from the Headteacher expressing concerns, where the pattern of behaviour continues.
- Meeting with staff, parent and child.
- Pastoral Support Plan
- Detention after school
- Fixed-term exclusion
- Permanent exclusion

Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with.

Records of these discussions to be minuted by a third person and filed.

Failing face-to face discussion, parents/carers will be informed of any incidents by letter.

Child Protection procedures must always be followed when concerns arise.

Monitoring

Trends and strategies are analysed for inclusion in the Headteacher's reports to Governors. Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

The Anti-Bullying policy is reviewed with staff every September and opportunities to revisit the policy are planned into the school MER cycle.

This policy is to be reviewed annually.

Signed:
Headteacher

Signed:
Chair of Governors

Date: June 2019