

# Ysgol Bro Dyfrdwy



## *Anti-Bullying Policy*

<i>Approved by Governing Body on:</i>	<i>Date:</i>
<i>Due for review on:</i>	<i>Date:</i>
<i>Signed by Chair of Governing Body:</i>	

### **1. Introduction**

Every pupil has the right to feel happy, safe and included, and the right to work in an environment without feeling threatened or fearful. The School recognizes the emotional impact that bullying may have on an individual's sense of self-worth and self-confidence, and, consequently on his/her ability to effectively learn. The link between educational attainment, attendance and emotional contentment of children and young people is crucial. Considerable emphasis is placed on ensuring that pupils feel safe in school for educational as well as moral reasons. The school community promotes an anti-bullying environment.

Bullying of any kind is unacceptable and any victim of bullying will be fully supported.

### **2. Purpose and Objective**

Ensure that no child in any way impairs the happiness and educational development of any other child at the school, by creating a safe and happy environment for all the pupils, in every situation during their school activities

Create an environment where bullying of any kind is unacceptable. Should an instance of bullying occur, the children should be able to report it, and be confident that the matter will be dealt with immediately and effectively. Encourage anybody who is aware that bullying is taking place to notify the staff

Persuade parents that the pupils' well-being is a priority and that they are taught in a safe environment, and collaborate with them to prevent bullying.

### **3. Objectives**

The school will:

- take a pro-active approach to prevent bullying
- implement a whole school anti-bullying policy, with which all school staff, pupils, parents and Governors are familiar
- create an environment and ethos where bullying is unacceptable and encourage pupils to report on any instance of bullying, convincing victims that the school will take action to protect them

- raise awareness of staff, pupils and parents of what bullying is, of the signs and symptoms of bullying and of the appropriate measures to follow when bullying occurs or there is an allegation of bullying (see Appendix 1)
- promote every child's self-esteem and respect towards peers and adults
- work in partnership with parents to ensure effective action if there is an instance of bullying or an allegation of bullying
- boost the confidence of pupils and parents in the school's methods of dealing with bullying

**The school fully support, and agree with the Welsh assembly Government:**

"We are committed to ensuring that all our learners feel safe, secure and properly supported to achieve their full potential." Kirsty Williams

"We want our schools to be inclusive and engaging environments where priority is placed on well-being, so learners feel safe and are ready to learn." Kirsty Williams

#### **4. Bullying**

Bullying is defined as aggressive or abusive behaviour by an individual or group, that is often repeated over time, and inflicts willful injury or harm. Research shows that bullying can have a destructive impact on young people's lives. For some, it can create long-term effects that causes distress and harm to social and emotional development.

##### **4.1 Types of bullying**

There are several types of bullying. To monitor levels and nature of the bullying across the Authority, all instances of bullying will be noted by the school and sent to the Education Department to be categorised.

Bullying can consist of one or be a mixture of the following categories:

**Physical** – striking, kicking, stealing, concealment of belongings, sexual violence and harassment

**Verbal (Spoken)** – name-calling, abuse, belittling

**Emotional** – Start groundless rumours, not speak to somebody, ostracise from groups

In addition to the above-mentioned general categories, the school monitors levels of bullying in the specific categories below:

**Cyber bullying** – use of social media, e-mail, text messages and other electronic methods to send malicious messages or material of a malicious nature with harmful intention

**Homophobic** – it can be physical, verbal or emotional bullying based on alleged sexuality or not

**Racial** – it can be racially based physical, verbal or emotional bullying

**Other** – bullying based on physical or mental disability, health features or any feature that can be clearly defined.

Serious instances of bullying, e.g. harassment or sexual violence can lead to a referral to Social Services Children's Referrals Team.

## **5. Bullying Prevention**

The school will try to take a pro-active approach in the bullying prevention campaign, through following these Guidelines:

**5.1** Bullying is discussed at several levels throughout the school:

- Whole school, (e.g. assemblies, School Council, Golden Rules, bullying prevention agreements, dramatic presentations)
- Class, (e.g. PSE, Circle Time, Class Council, concerns box). Collaboration in lessons is promoted through pair/group activities.
- Individual, (e.g. additional support for a pupil who has been, or is being, bullied).

- *Anti-bullying week in November – Whole school planning activities and raising awareness.*
- *Pupils have created a policy for the children*

*5.2 Pupils are encouraged to talk to staff members about instances of bullying that they or others suffer. The staff will respond positively and assure the victim that the complaint is being taken seriously and action taken.*

*5.3 Staff will adopt a sensitive approach towards signs of bullying, bearing in mind that the bully may behave in the long or short term, verbally, through gestures or physically, in a sly or obvious manner.*

*5.4 There is close supervision at all times, particularly in areas and at times where bullying can occur. During playground supervision, there is a friendly and informal presence.*

*5.5 Parents are encouraged to immediately notify the school if they feel that their child is a victim of bullying. Likewise, parents are encouraged to notify the school if they suspect that their child is bullying others. Cooperation between the school and home is important.*

## ***6. Shared responsibility by working together.***

*The practical steps for parents, pupils, governors, teachers and support and ancillary staff to follow are as follows:*

*Parents should:*

- *Contact the school if you are aware of or suspect that bullying is occurring.*
- *Encourage your children not to behave aggressively towards each other.*
- *Support the school if further action is taken.*
- *Discuss the problem with your child rather than avoiding the matter.*

*Pupils should:*

- *Tell someone and trust the staff to act on their behalf.*
- *Be aware of the rewards and sanctions used in the school.*
- *Don't stand either side and do nothing when bullying happens.*
- *Always try to be helpful and kind to other people.*
- *Receive a penalty if they are found to be bullying.*

*Governors should:*

- *Know and understand the content of the policy.*
- *Support staff in implementing the policy.*
- *Carry out their active role in revising this policy.*

*Teachers and ancillary staff should:*

- *Be prepared to listen to the child's concerns at all times and take them seriously.*
- *Watch out for possible bullying behavior.*
- *Establish regular opportunities for children to talk about bullying.*
- *Implement the whole school policy on rewards and sanctions.*

## **7. Response to an Instance of Bullying**

7.1 *If there are suspicions that a child is being bullied, the Headteacher's attention should immediately be drawn to the matter and the incident/allegation noted on the recording form (Appendix 2). Instances or allegations of bullying will immediately be investigated and every effort made to bring a stop to the bullying immediately and to ensure the victim's safety. The school will respond in a manner that is proportionate to the seriousness of the incident/allegation and in accordance with the School's Behaviour Policy.*

7.2 *In some instances, the parents are invited to discuss the matter and agree on the appropriate course of action. We will use a Monitoring Card and this will be in partnership with the home. (See Appendix 3) In more serious cases, consultations are held with the Chair of Governors and/or the whole*

Governing Body, implementing their recommendations. In serious instances, the Local Authority's welfare officer is invited to discuss the situation and act upon it.

- 7.3 The victim is dealt with in a sensitive manner. He/she receives an attentive hearing, is consoled and advised and taught strategies to use when bullying occurs. He/she receives assurance that they have taken the correct course of action by disclosing it, and that they are not to blame for the bully's behaviour.
- 7.4 A sensitive and positive approach is used towards the bully. He/she is informed that the behaviour is unacceptable and is encouraged to change behaviour. The rules that they have broken are discussed and efforts made to make him/her more aware of the victim's situation. The bully may be asked to apologize and efforts are made to bring about a reconciliation between the pupils, if at all possible.
- 7.5 What sanction to impose on the bully is decided upon, explaining why it is being imposed. In serious circumstances, suspension or exclusion of the bully must be considered
- 7.6 Following the incident, the situation will be monitored to ensure that the bullying does not re-occur.

## **8. LEA Support**

### **The Behavioural Support Service**

#### **The Educational Psychologist**

The Educational Psychologists provide a counselling service. A counsellor can assist a victim or bully to consider gentler ways of forging contacts and to explore anger and

tolerance related matters. Lack of self-esteem, trust and confidence can also be dealt with. Counselling can be useful to establish more positive thought patterns and to explore some unhealthy beliefs.

### **The 'Healthy Schools' Scheme**

'Healthy School's scheme is managed in partnership with Wales National Public Health Service, Council, CYNNAL and the Local Health Board. The scheme enables schools to make a positive contribution to their pupils, teachers and the wider community's health and well-being, through developing a health promoting environment.

'Healthy Schools' introduce health and well-being aspects through the

- National Curriculum
- Alternative curriculum and school ethos
- Develop existing links between the home, the community and specialist agencies.

### **9. CONCLUSIONS**

Any kind of bullying is unacceptable at Ysgol Bro Dyfrdwy and there are firm strategies in place to deal with any instance of bullying that could arise.

Immediate action must be taken to deal with instances or allegations of bullying.

Although it is important to positively respond to the victim, taking an over-protective stance should be avoided and teach him/her to develop self-protective strategies against being bullied.

Incidents that occur outside the school premises cannot be ignored, as they may spill over in both directions. There should be an appropriate response when considering the seriousness of the allegation/incident.

Co-operation between the home and the school is important; parents must be persuaded that the school is always ready to discuss their concerns. In instances where parents feel that the school cannot effectively deal with an instance of bullying, they are asked to bring this to the Headteacher's attention. If the Headteacher is



unable to informally deal with the matter, the parents can pursue the school's formal complaints procedure.

**For more information:**

Here are the Welsh assembly guidelines:

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

Link for kidscape

<https://www.kidscape.org.uk/kidscape-programmes/rights-respect-equality-support-for-school-leaders-and-governors/>

NSPCC

<https://www.nspcc.org.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.nspcc.org.uk/keeping-children-safe/our-services/working-with-schools/>

<https://www.nspcc.org.uk/about-us/news-opinion/2021/sexual-abuse-victims-schools-helpline/>

<https://www.nspcc.org.uk/search/?query=bullying%20in%20schools>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

Childline

<https://www.childline.org.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/>

Meic

<https://www.meiccymru.org/>

<https://www.meiccymru.org/?s=bullying>

## APPENDIX 1 – GUIDELINES FOR TEACHERS

### TYPES OF BULLYING

Several types of bullying may occur:

- Emotional, e.g. being nasty, ostracise, harassment
- Verbal, e.g. name calling, ridiculing, telling fibs, provoking
- Physical, e.g. pushing, kicking, striking or any use of violence
- Racial, e.g. belittling, graffiti
- Cyber, e.g. the internet, mobile phone, camera and video
- Sexual, e.g. inappropriate comments or touching
- Homophobic, e.g. use of homophobic diction

### SIGNS AND SYMPTOMS OF BULLYING

Adults should be vigilant to signs of bullying, holding further investigations if a child:

- Is unhappy to attend school
- feels ill in the mornings
- frequently absent
- afraid to walk to or from school
- changes habits
- becomes introverted
- becomes anxious
- loss of confidence
- starts to speak with a stammer
- develops a 'nervous tick'
- cries himself/herself to sleep or has nightmares
- Bed wetting

- loses interest in school work and under-achieves
- avoids attending after school activities/clubs/lessons etc.
- goes home with damaged or missing clothing or belongings
- frequently loses dinner money etc.
- talks about running away
- conceals bruising or marks
- aggressive or unreasonable behaviour
- bullies brothers or sisters or younger children
- loses appetite
- is fearful of using the internet or telephone

#### **RESPONDING TO AN INSTANCE / ALLEGATION OF BULLYING**

- Ysgol Bro Dyfrdwy does not tolerate bullying and all staff members and every pupil have a responsibility to ensure an environment that is free from bullying
- The school will respond in a manner that is proportionate to the seriousness of the incident/allegation
- The Headteacher will record all instances of bullying and how the incident was dealt with
- We will interview those responsible individually and carefully listen to their version of events
- If there is evidence of bullying, the school will take definite and firm action
- Bullying situations/allegations will be closely monitored.

#### **VICTIM SUPPORT**

- Take immediate preventative action and ensure the victim's safety
- Assure him/her that they are safe and that the matter will be dealt with immediately

- *Assure him/her that they did the right thing by disclosing it, and encouraging them to report any further incidents*
- *Try to ascertain the seriousness of the incident/allegation*
- *Show sympathy and empathy*
- *Jointly discuss how to resolve the problem*
- *Assure the victim that he/she does not deserve to be bullied and that they not to blame*
- *If appropriate, encourage the bully and victim to meet and discuss. Ensure that an adult acts as mediator*
- *Discuss strategies to avoid further incidents*
- *Advise on assertive behaviour*
- *Group support, (friends and peers)*
- *Ensure careful supervision and monitoring – monitoring card*
- *Work with the parents.*

## **DEALING WITH THE BULLY**

- *Give him / her a fair chance to say his / her part*
- *Give a clear message that bullying of any kind is unacceptable at the school and that he/she is breaking the school rules*
- *Discuss the underlying reasons for his/her behaviour*
- *Strongly urge him/her to alter their behaviour and offer acceptable models*
- *Reward positive behaviour*
- *If appropriate, encourage the bully and victim to meet and discuss. Ensure that an adult acts as mediator*
- *If appropriate, the bully is asked to apologize*
- *Decide on a punishment, explaining why it is being administered*
- *Contact the parents*
- *Assure him/her that we will monitor the situation and that no further bullying will be tolerated.*

## **ADDITIONAL MEASURES**

- *Withdrawal from a group*
- *Loss of privileges, e.g. golden time*
- *Exclusion from participation in extra-curricular activities/representing the school in activities*
- *In exceptional cases, exclusion/expulsion from school.*

## **BULLYING PREVENTION STRATEGIES**

*We will pursue the following methods to try to prevent bullying:*

- *Ensure that every pupil is familiar with the school's golden rules*
- *Follow a unit of cross-curricular work on bullying in the PSE lessons, (poetry writing, descriptions, art, etc.)*
- *Read stories and poems about bullying*
- *Role play*
- *Discussions and Golden Time*
- *Collective Assemblies*
- *Concerns Box in every class*



## APPENDIX 2

### BULLYING INSTANCE / INCIDENT RECORD FORM

<p><b>School:</b></p>
<p><b>Pupil's full name:</b> .....</p> <p><b>Address:</b> .....</p> <p><b>Date of Birth:</b> ..... <b>School year:</b> .....</p>
<p><b>Location of the incident:</b></p>
<p><b>Why is a child being bullied?</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Race</li><li><input type="checkbox"/> Disability</li><li><input type="checkbox"/> Religion/Faith</li><li><input type="checkbox"/> Sexuality</li><li><input type="checkbox"/> Age</li><li><input type="checkbox"/> Ability</li><li><input type="checkbox"/> Size</li><li><input type="checkbox"/> Because of my appearance/ because of their appearance</li><li><input type="checkbox"/> Language</li></ul>

Any other reason? \_\_\_\_\_

(Perhaps because he/she is the young carer for a sick or disabled relative; maybe he/she does not have much money or another reason)

How is he/she bullied?

Name Calling

Provoking

Threat

Social Network

Hitting

Damage/steal belongings

Any other? \_\_\_\_\_

Details of the incident:



*Is there a need to refer to another agency?*

Yes      No

*If so, which agency?*

*Strategy in place following the incident:*

*Further implementation measures:*

*Signed:* .....

*Post:* .....

*Date:* .....

# APPENDIX 3 – MONITORING CARD

## Cerdyn Monitro



Enw:

Wythnos yn dechrau:

	9-10.30	10.30-1.00	1.00-2.15	2.15-3.15
<u>Llun</u>				
<u>Mawrth</u>				
<u>Mercher</u>				
<u>Iau</u>				
<u>Gwener</u>				