



Anti-Bullying Policy

Reviewed	Spring 2017
Signed	
Date of next Review	Spring 2020

ANTI-BULLYING POLICY

We acknowledge that bullying does take place but as a school we have a zero tolerance approach towards it.

We believe that every young person has the right to be safe. It is everyone's responsibility to watch for early signs of distress, deterioration of learning and wellbeing, isolation and erratic behaviour. This behaviour may be an indication of other problems but it may be the early signs of bullying.

We encourage an open culture St Mary's Church in Wales School where everyone within the organisation has responsibility for reporting and recording incidents of bullying. We promise that every reported incident will be taken seriously and appropriate action taken with those involved.

As a school we are a Rights Respecting School and recognize the importance of children's rights. We regularly remind the children of the articles of the 'UN Convention Rights of the Child'. Pupils are reminded of the importance of these rights and the consequences for infringement of these rights in order to establish a school which promotes respect and support.

1. Statement of Intent

Our School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision making about matters that concern them.

- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We will work towards achieving Blaenau Gwent's Anti Bullying Kite Mark

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

2. St Mary's Church in Wales School Definition of Bullying?

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Department for Children, Schools and Families (2007), *Safe to Learn*

'Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.'

3. Aims and Objectives

The Aims of our Anti-bullying Policy

- To enable everyone to feel safe while at St Mary's Church in Wales School and encourage pupils/children/young people to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying

The Objectives of our Anti-bullying Policy

- Our whole community is fully aware of the St Mary's Church in Wales School anti-bullying policy.
- To maintain and develop effective listening of children, young people and staff within St Mary's Church in Wales School.
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider school/setting community (e.g. midday supervisors, all staff & volunteers) in dealing effectively with, and if necessary referring, bullying incidents.

- To communicate with parents and the wider school/setting community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

4. Practices and Procedures

a. What we do to Prevent Bullying

Everyone involved in the life of St Mary's Church in Wales School must take responsibility for promoting a common anti-bullying approach. All stakeholders have agreed to:

- Be supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Be clear that we all follow the ground-rules of St Mary's Church in Wales School
- Be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy

All members of the school community are expected to report incidents of bullying.

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

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school/setting policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school/children's council, PSHE etc.
- Through the head teacher/senior staff member, keep the governing body well informed regarding issues concerning behaviour management
- The Headteacher is responsible for the monitoring of the policy

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying

- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying within school leadership – the Chair of the Governing Body

Through the development and implementation of this policy, St Mary's Church in Wales School trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make the school a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

b. Reacting to a Specific Incident

Recording

All incidents will be recorded by the on the appropriate record sheets. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

Under Equality Act 2010 requirements data from the monitoring and recording of incidents (including 'nil' returns) will be reported termly to Local Authority.

All reported incidents of bullying will be recorded in a Bullying Log. Information kept in the register includes:

1. Names of those involved, including the victim, bully and any witnesses
2. Dates of incidents
3. Details of incidents
4. Action taken
5. Outcome.
6. Reported to Local Authority and others.

Dealing with an Incident

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

- i) The school community need to be made aware that when a bullying incident has come to the attention of adults in school, it has been taken seriously and action has resulted

St Mary's Church in Wales School expects to support all involved by:

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

ii) Measures will be in line with the School 'Behaviour and Discipline Policy', and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff expressing concerns

In a school setting this may also include the following:

- Time out from the classroom
- Pastoral support plan
- Detention
- Fixed term exclusion
- Permanent exclusion

iii) Safeguarding procedures will be followed when child protection concerns arise.

Review of policy

In line with all policies, this policy will be reviewed after 2 years – deadline: April 2018

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers, governors, and people from other organisations involved with the life of (inc. before/after-school clubs, transport staff etc.).

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors/trustees/management board half term/once a term/quarterly.

This policy will also include as appendices a bullying incident log and information on the Anti-Bullying Kite Mark as below.

Appendix 1 - Bullying Incident Log

	Name(s), Age, Gender	Setting	
Child(s) alleged to be experiencing bullying behaviour			
Child(s) alleged to be engaging in bullying behaviour			
Reported by:		Date:	
Investigation by:		Date:	
Account of individual(s) alleged to be experiencing bullying behaviour: (use separate sheet if required)			
Looked After Child? Yes / No	Ethnicity:		
Account of individual(s) alleged to be engaging in bullying behaviour: (use separate sheet if required)			
Looked After Child? Yes / No	Ethnicity:		
Action: (use separate sheet if required)			
Review/monitoring date:			
Was alleged bullying confirmed?	Yes	No	Insufficient evidence to decide
Was the matter resolved?	Yes / No		
Details:			
Future action : (if appropriate)			

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Appendix 2 – Anti-Bullying Kite Mark

Anti-Bullying Kite Mark

The anti bullying kite mark is led by Ffion Morgan (Tel: 01495 304352), Youth Activity Officer for Communities First Ebbw Fawr.

Blaenau Gwent have introduced an Anti-bullying kite mark to set out the standards required to reduce bullying. Settings that apply for the kite mark will be assessed by young people who have received training on the standards.

Bronze

- Evidence of student knowing the pupil buddy group
- Buddies throughout year group
- Buddies receive appropriate training
- Well-advertised buddy time table including buddies photos
- Anti-bullying topics discussed in PSE throughout year groups
- Students feel they can trust a teacher to deal with bullying
- Pupils awareness of anti-bullying policy
- Posters advertising anti bullying and support services available
- Anti-bullying information in school diaries
- Record of anti bullying incidences is evident in schools (own system)

Silver

- Identifiable buddies (t –shirt, jumpers)
- Private buddy room
- Buddy support – annual training and quarterly meetings
- School news-letter advertising buddy system
- Pupils understanding reporting procedures for bullying incidents
- Pupils understanding of sanctions from bullying behaviour
- Evidence of anti-bullying reporting system
- Anti-bullying Policy, information and support on school website
- Review of anti bullying incidences leading to change in school practices
- Annual survey of young people and views on bullying
- Record of recording bullying via SIMS.

Gold

- Buddies delivering assemblies at least three times a year
- Whole school approach to anti-bullying training - (includes all staff)
- Evidence of anti bullying information being regularly updated
- Buddies delivering anti bullying sessions for PSE/Essential skills
- Outside agencies deliver sessions in PSE/Essential skills
- Review of anti bullying incidences leading to change in school policies and practice shared with other schools and partners
- Evaluation of annual survey of young people and views on bullying with evaluation and evidence of how views have changed practices in the setting.
- Record of recording bullying via SIMS.

Appendix 3 – Ability to Identify Behaviour as Bullying

Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

Bullying by text messages on mobile phones:

- This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails sent by other pupils. (Respecting Others, p.15)

There are many important categories of bullying, including:

- Racist bullying
- Sexual bullying
- Gender-based bullying
- Bullying on the basis of sexual orientation
- Bullying on the basis of Special Educational Needs or disabilities
- Bullying of those with long-term health conditions

The principal forms of bullying are verbal, physical and manipulative. They consist of:

Verbal bullying may:

- Involve name calling
- Make use of written notes, emails or mobile telephone messages
- 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. It is a criminal offence where it involves assault, actual bodily harm or wounding.
- May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

Manipulative bullying:

- Manipulates social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships
- Spreads rumours or malicious accusations. Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. 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 race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

Appendix 4 – Supporting Parents

STRATEGIES FOR PARENTS

Useful approaches include:

- Regular consultation and communication
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys
- Advising parents of possible consequences of their children bringing valuable items to school
- Putting on a drama to which parents are invited – an existing play, such as “Only Playing, Miss”, or one based on the pupils’ own experiences (developed from role-play in drama classes, or survey examples)

Parents can also be kept informed through:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Talking to teachers about bullying:

- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

If your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to meet the head teacher
- If this does not help, write to the Chair of Governors explaining your concerns
- Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- Contact local or national parent support groups for advice

Appendix 5 – Supporting Pupils

Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, and counselling.

As a “Telling-School” victims of bullying have 5 potential routes to voice their concerns:

- Friends/Peers
- Classteacher
- Another member of staff
- Member of the Senior Leadership Team
- Parents

If all efforts fail to help pupils stop bullying fail, schools will need to take tougher action to deal with persistent and violent bullying.. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. A possible graduated approach suggested by Suckling and Temple in their publication “Bullying: a whole school approach” (Jessica Kingsley, 2001) is as follows:

- Logical consequences. Students need to be made aware that their behaviour is related to an outcome, and has consequences for themselves and others.
- Time-out. Removing the student from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one’s self
- Individual student management plan [ref: pastoral support programme]
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.

Appendix 6 – The Formal Process

Stage 1

- Child reports to head teacher
- Apology to victim – verbal – written
- Child is counselled by class teacher (and SENCo/Headteacher if necessary)
- Possible loss of privileges
- Parents may be informed

Stage 2

- Class teacher/SENCo controlled (Headteacher)
- Child is given notice that “bullying” and other inappropriate behaviour is being recorded.
- Record is begun containing Date and Description of incident
- Class teacher and SENCo counsel child informally
- Parents are involved in counselling
- Collect evidence and in consultation with parents decide if child has a Special Educational Need.
- Access to Stage 3. Code of Practice is implemented.

Stage 3

- Head teacher Control
- Head teacher/Outside Agency/SENCo implement strategies to correct behaviour
- Parents work in tandem with school
- Chair of Governors is informed and a meeting of all concerned takes place as soon as possible.
- Suspension and/or exclusion may be considered

School Council Policy Review/Audit

At St. Mary's Primary School, we are a Rights Respecting School and understand the importance of children's involvement in all aspects of decision making at our school. We regularly remind the children of the principles outlined in the UN convention of the Rights of the Child.

Article 12 (Respect for the views of the child): *When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.*

- At our school, the School Council are given time to consider School Policies. Pupils have the opportunity to be actively involved in any amendments to policies and procedures decided.
- The policies details are discussed using 'child friendly' vocabulary at the meetings and the information is clarified to a point of understanding.
- The Grand School Council Members, usually from Year 6 are asked to sign the policy following discussion.
- At the end of the meeting, this form is used to make comments if required.
- The points raised by the School Council are considered by the Head Teacher and Governing Body of the school before the policy is signed and put into place.

Policy:
Comments (if required):
Signed:
Grand School Council Member:
Signed:
Grand School Council Member: