Anti-Bullying Policy.

To eradicate bullying behaviour by using ZERO Tolerance.

POLICY STATEMENT.

This policy should be reviewed every year. Whilst creating this policy the following documents have been referred to:
1. Anti-Bullying Guidelines (Circular 23/2003)
2. Respecting others: Anti-bullying overview
    Guidance document No: 050/2011)
3. Respecting others: Bullying around race, religion and culture Guidance
    Guidance document No: 051/2011)
4. Respecting others: Sexist, Sexual and Transphobic bullying Guidance
    Guidance document No: 055/2011
5. Respecting others: Homophobic bullying Guidance
    Guidance document No: 056/2011
6. Respecting others: Cyberbullying Guidance
    Guidance document No: 057/2011
7. Respecting Others: Bullying around Special Educational Needs and Disabilities

Introduction.

It is a basic entitlement at Ysgol Llanfawr that all our children receive their education free from humiliation, oppression and abuse. Education is compulsory in our society, and therefore it is our responsibility at Ysgol Llanfawr to ensure that it takes place in an atmosphere which is caring and protective.

Objectives.

1. To uphold the policy and its procedures.
2. Lessen the causes and complaints of bullying.
3. Establish a firm, powerful strategy for tackling bullies.
4. Establish a secure and safe dwelling for pupils who have been victims of bullying.
5. Give clear guidance to all members of staff on how to combat bullying.
6. Create an environment and community that makes everyone feel homely, safe and happy. Only in this type of atmosphere can everyone achieve their full potential. Bullying of any type undermines the equal opportunity for al.
7. Where bullying happens, that we can recognise it early and deal with the matter as soon as possible and hopefully abolish it.

CHARACTERISTICS:

a.   What is bullying?
The term 'bullying' refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:
1. It is usually repetitive and persistent.

2. It is intentionally harmful.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Definitions of different types of bullying

Racist Bullying
The term 'racist bullying' can refer to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Sexist bullying
This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual bullying
This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.

Transphobic bullying
Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of gender or gender identity is seen as being different to typical gender norms.

Homophobic Bullying
Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against Lesbian, Gay and Bisexual (LGB) people, or against those perceived to be LGB.

Cyber bullying
Cyber bullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet (including social networking sites, blogs, e-mail, video and instant messaging), to deliberately upset someone else.

SEN bullying

The term 'SEN bullying' can refer to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their disability or learning difficulties.

(a) Identifying a bully - definition.

A bully is wilful, has a conscious desire to hurt (physically and   mentally) and uses threatening behaviour to frighten someone. The   bully invariably causes pain and distress to the victim.

Bullying can come in many forms :

· Physical - punching, pushing, kicking, slapping, pinching, etc.
· Verbal - Name-calling, sarcasm, spreading rumours, teasing, threatening, etc.
• 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.

· Emotional - excluding, tormenting, being unfriendly, gestures, theft,   extortion, etc.
· Racist - taunts, graffiti, gestures, stereotyping, etc.
· Sexual - unwanted physical contact, abusive comments, teasing, sarcasm, etc.
· Cyber bullying.

(b) Identifying a child who's being bullied.

A child who's being bullied may present all or some of the following :

· Distress.
· Deterioration of work.
· Spurious illness.
· Be isolated.
· The desire to be with adults.
· Erratic attendances.

It must be accepted that some of the above take place as part of the process of growing up and sometimes by chance, doing so without malice. That is not defined as bullying in this connection, and it is caught immediately when it comes to the teachers' attention, but if it happens to the same person many times, that is considered to be bullying.

b.   When does bullying take place?

Bullying can take place at any time but most often when adults are unlikely to be witness to the incident (e.g. on the way to or home from school, playtime, or in more obscure places of the school). In such situations teachers are dependent upon pupils, parents or carers to inform them of any case of bullying.
Very often however, there is no information of cases due to:
   • other pupils' fear of being bullied themselves if they complain;
   • fear by those who suffer the bullying that the bullying would become worse if a complaint is made;
   • fear by a child that his/her complaint is not taken seriously.

Prevention

PSE offers a range of opportunities to explore issues related to all types of bullying.
• The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (Welsh Assembly Government, 2008) has personal and social development, well-being and cultural diversity as core elements. Children have opportunities to learn about themselves and their relationships with other children and adults within and beyond their family.

• The revised *Personal and social education framework for 7 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) aims to equip children and young people to be more informed and confident to interact effectively with others, and enables them to develop the intrapersonal skills needed to be emotionally literate.

There are also a range of strategies used by schools to prevent bullying. These include:
Bully boxes
EWO
Police – School liaison officers and PCSO
External speakers
External agencies – SNAP, NSPCC, Social services, YJS
School counsellors
Bully Bandits
Solution Focus

STEPS TO TAKE

Preventing bullying from taking place is better than trying to stop it when it has happened, therefore the school will keep an eagle's eye on possible signs and take every report of bullying seriously. The school uses opportunities within the curriculum to present the school ethos and to raise the pupils' awareness of how to respond positively to conflict that can arise from time to time.

When a report is received that bullying is taking place every case is dealt with individually in the light of what has taken place. The main objective is not 'to save' the victim, or punish the bully (although both takes place naturally) but try to be of assistance for both to come to a better understanding of their behaviour and to consider ways of avoiding or solving difficulties they experience or display.

In general this procedure is followed in cases of bullying:

i.   **Discuss the incidence with the pupils individually.**

This will support the victim by:
- ensuring that the pupil feels that somebody is listening to him/her;
- ensuring the pupil that every case of bullying is taken seriously;
- supporting the pupil in explaining how he/she can have support and how the complaint is dealt with.

There is a need to show that the bully also has fair play by:
- explaining the reasons why the meeting is held;
- be calm and uncritical in order to ensure that this child also feels that he/she is being listened to;

- ensure the pupil that every case of bullying is a serious case and that it is not possible to approve such behaviour;
- explain how he/she can be given assistance and support and how the incidence will be dealt with

ii.   Interview both pupils together (where appropriate)

In this interview:
  i.   the pupils should be given an opportunity to discuss the problem according to their understanding of it, whilst the teacher keeps quiet and uncritical;
  ii.   get the teacher to listen more than he/she is talking. It is important that the teacher does not take for granted how the pupils are feeling or predict what they have to say. The pupils are far more likely to think regarding the behaviour when they feel that someone is listening to them rather than talking to them;
  iii.   paraphrase what was heard, in order to show an understanding of what was said. It is more important to understand how the pupils interpret the situation than how the teacher sees it;
  iv.   encourage the pupils whilst questioning them to meditate regarding the behaviour and the factors.
  v.   encourage the pupils to find ways of solving the problem in question and avoid repeating the incidence.

iii.   Hold a meeting for the parents/guardians

If a problem arises with the same pupil then the parents/guardians should be informed about the nature of the problem and concern.

vi.   Recording:
'Reporting a bullying incident' form is filled at every incidence of bullying in the primary.

Primary schools
Incidents should be recorded according to the different types of bullying and then reported to the LA and to Governors as part of the Annual Report to Governing Body on Safeguarding Children.

vii.   Further action

When the above strategy fails, and the bullying continues, further steps will have to be taken. These steps can include:
- Bringing external agencies into the discussion (in order to consider whether there are additional social, emotional, physical or mental health problems that the external agencies need to address).
- Punishments such as:
        moving the pupil from the group
        declining privileges
        pastoral support programme

- If every attempt has failed, fixed term exclusions can be considered.
- Restorative justice
- Managed moves
- Permanent exclusion

Naturally, this policy runs in parallel with the School's Promoting Good Behaviour policy, Use of the Internet (pupils) Policy and Strategic Equality Plan.

Other strategies that the school uses :

Curriculum Activities.
· PSE lessons.
(a) Services.
(b) PSE Policy.
· Classroom activities / workshops.
· Outside agencies / organisations coming in to help and advise.
· Anti-bullying week.

Teacher and staff supervision.

· Look for early signs of bullying.
· Monitoring those who have been bullied and monitoring the bully.
· Rewarding non-violent behaviour.
· Enforcing the rules about bullying.
· Make sure all accessible areas of the school are patrolled at break, lunchtime and at the end of the day.

Playtime questionnaire.

· Ask children to fill in a playtime questionnaire. Head teacher will then monitor name of bullies.

Pupil involvement.

· Reward pupils for acceptable behaviour.
· Get pupils to inform an adult immediately if they do not wish to become involved themselves.
· Set up a "friend system", where children can turn to other peers for   advice and guidance.
· A special box in every classroom and corridor "Mae gen i ……"
· School council to monitor and discuss bullying.

Special Educational Needs Policy.

· Identify the children who need help with their behaviour, so as to boost their self-esteem.
· Produce discipline record sheet, so that parents / carers can monitor their child at school.
· Use outside agencies to help with behaviour.

A STATEMENT FOR PUPILS.

All the pupils at Ysgol Llanfawr will be involved in the anti-bullying campaign. The children will be encouraged to :

(a) Take action when someone is being bullied or is in distress. Watching and doing nothing can suggest support for the bullying.
(b) Inform an adult immediately if they do not wish to become involved himself or herself.
(c) Only accept people who do not bully others.
(d) Inform a pupil friend of their worries.

A STATEMENT FOR PARENTS.

At Ysgol Llanfawr we aim to get support from the home as soon as possible. We ask parents / carers to :

· Watch for signs of distress in their children.
· Take an active interest in their child's social life.
· Contact the school immediately if they think bullying is taking place.
· This statement will be included in the School Handbook for Parents.

A STATEMENT FOR GOVERNORS.

Ysgol Llanfawr aims to involve the Governors in dealing with bulling by :

· Ensuring that everybody knows that bullying is completely unacceptable in the school. Zero tolerance.
· Make sure clear guidelines are in place to deal with bullying.
· That the school is using the curriculum as an instrument for combating bullying.

A STATEMENT FOR ANCILLARY STAFF.

The ancillary staff will be made aware of the following guidelines :

· The policy for bullying at Llanfawr.
· The strategies for combating bullying.
· The procedures for dealing with bullying.
· They will be accountable to the Head teacher.

OWNERSHIP AND RESPONSIBILITY OF THE POLICY.

The policy is considered as a working document. The policy will be updated regularly.

The Head teacher and the governors will be responsible for the policy and its operation. It is also important that the whole staff, pupils and parents play a prominent role in the development of this policy.

Our aim at Ysgol Llanfawr is to secure a safe learning environment where the school is free from humiliation, oppression and abuse.

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING
PATHWAYS OF HELP
(In serious cases it is possible to jump steps to the relevant step)

Child is bullied

Step1a
Self-referral by student using a 'worry box' or incident card

Step 1b
Student personally approaches:
Buddy/Peer Mentor
Form Tutor
Class Teacher
Non-Teaching trusted member of the school community
Support Staff

Step 2
Student meets with form/class teacher
Discussion on the facts
Suggested ways forward
Short review time

If a child protection concern then refer straight away to Designated Child Protection Teacher

If continues

Step 3
Head of Year
Discussion/Interview with all parties
Will use: suggested and agreed actions/strategies
Parents informed
Short term review

If continues

Step 4
Senior member of staff (considers fixed term exclusions)
Directs to a variety of help strategies delivered by 'trained' personnel eg.
- Restorative justice
- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- External Agencies – Careers Wales SNAP, YJS, NSPCC
- Circle of friends

If continues

Step 5
Headteacher and Chair of Governors and inform/seek advice from LA