

Ysgol Gynradd
Danescourt
Primary School
Anti-Bullying Policy



Chair of Governors: Mrs. Rowena Criddle

Headteacher: Mrs. Karen Wathan

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Anti-Bullying Policy

Introduction

There is no legal definition for bullying, therefore the definition used in this guidance builds upon widely used principles established in the UK since 1993¹. For the purposes of this policy, bullying is defined as:

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

Bullying can take many forms and can include physical assault, making threats and cyber-bullying. Bullying is often aimed at certain groups, for example because of race, religion or gender or any other protected characteristic².

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

Danescourt Primary School is an inclusive school and takes in pupils with a range of characteristics. We want all children, regardless of their gender, race, sexual orientation, gender identity, appearance or disability to feel safe and secure.

At Danescourt Primary School we adopt a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of our whole school approach to well-being - this approach will be woven through all school activity.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Successful implementation of an effective anti-bullying strategy to challenge and prevent bullying in schools must involve the whole school community. Taking a whole-school approach is more likely to succeed than a single initiative by a teacher or group of learners.

Without the wholehearted involvement of the school population anti-bullying strategies are not likely to succeed as they are unlikely to be successfully implemented. Our school consults learners as an essential step in all stages of anti-bullying work.

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If learners feel 'ownership' of the anti-bullying strategy, they are more likely to abide by it. It also allows them to influence decisions on matters that affect them, in line with their rights under the UNCRC. As respected members of Danescourt Primary School, learners are more likely to feel a sense of belonging.

Successful anti-bullying work respects every member of the school community and demonstrates this respect rather than imposing a set of rules onto learners without any reference to how well this is working.

The role of Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body does not allow bullying to take place in our school, and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body recognises that all pupils can become victims of bullying, and in particular those with protected characteristics. Our School does not tolerate bullying on the grounds of gender, race, sexual orientation, gender identity or disability.
- The Governing Body monitors incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school and anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks her to investigate the case and to report back to a representative of the Governing Body.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The Headteacher reports all incidences of bullying and the rectifying action taken with pupils concerned to the Governing Body.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the

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Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and unacceptable. External agencies such as theatre groups may also be invited into school to put on anti-bullying performances

- The Headteacher ensures all staff receives on-going anti-bullying training to be equipped to deal with all incidents of bullying and know where to signpost when bullying is witnessed. Twilight training sessions may be taken to keep staff informed of helpful strategies and relevant information.

Work across the curriculum builds a supportive school culture and shared values. It can be instrumental in enabling and empowering learners to acquire and maintain the social skills that will allow them to constructively manage their relationships with others and equip them to respond to bullying in an appropriate and, if necessary, assertive way.

This approach to bullying enables the issue to be introduced progressively in an age, gender and culturally appropriate way and not treated as a 'one-off' lesson. It allows learners to make use of preferred and appropriate learning styles and can include the use of literature, audio visual material, drama, music, debates and outside visitors.

Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This can include awareness days, workshops, sign-posting and drop in sessions as well as involving the wider neighbourhood and utilising a variety of organisations.

Examples of education-based interventions used in Danescourt Primary School for staff and/or pupils include (but are not limited to):

- Anti-bullying week;
- Show Racism the Red Card;
- Participating in relevant events e.g. Race Equality competitions in conjunction with the Local Authority;
- Attendance at conferences;
- Inclusion of bullying as a topic in the PSE, Health and Wellbeing curriculum.
- In extreme cases where all actions to resolve bullying issues have been exhausted, the Headteacher may contact external support agencies to provide mediation, counselling and organise strategies to resolve issues.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a nurturing, friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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The role of school staff

- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep relevant records of all incidents that happen in their area of responsibility (e.g. classroom time, during lunch breaks).
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. It may involve counselling and support for the victim of the bullying, and consequences e.g. Thrive sessions, for the child who has carried out the bullying. Teachers will spend time talking to the child who has carried out the bullying, explaining why their behaviour was wrong, and endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, their teacher will inform the Headteacher and the Additional Learning Need Coordinator for that year group. The child's parents/carers will then be invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Citizens Advice or Social Services.

- Teachers routinely attend training and Anti Bullying conferences, which equips them to deal with incidents of bullying effectively.
- Non-teaching staff (e.g. midday supervisors), receive regular training from the school ALNCo's, Mrs. Ford or Mrs. Deek regarding positive behaviour strategies in line with the school ethos and core values.
- Teachers attempt to support all children in their class and to establish a positive climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

- It is imperative that children and young people are taught, both at home and in school, about building and maintaining respectful relationships. This is the foundation on which positive behaviour is based.
- Parents/carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school. Partnership working between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people is vital.

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- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Concerns will be resolved at this level wherever possible, as teachers have most contact with the pupils.
- If you are not satisfied with how the incident/s have been dealt with, the issue can be referred to the Headteacher in accordance with the school Complaints Procedure.

The role of the pupils

- All pupils have a responsibility not to take part in bullying of any kind.
- If pupils are the victim of bullying, they should speak to a responsible trusted adult who they feel comfortable with – this could be a member of the senior leadership team, their teacher, a teaching assistant, or other non-teaching staff, e.g. a breakfast or midday supervisor.
- If pupils see any behaviour that may be bullying, they should speak to a responsible, trusted adult.

Monitoring and review

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- Danescourt Primary School closely monitors trends of characteristic-based bullying and acts accordingly when a trend is identified.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. Governors adhere to the following guidance:
<https://gov.wales/sites/default/files/publications/2019-11/rights-respectequality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

Additional sources of help and advice

There are lots of organisations that provide support and advice if you're worried about bullying:

- Anti-Bullying Alliance
- Bullying UK
- Childline
- Internet Matters

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- Kidscape
- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)
- www.meiccymru.org/

What is Bullying?

There is no legal definition of bullying in Wales. Previous Welsh Government anti-bullying guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying is:

- deliberately hurtful (including aggression);
- repeated over a period of time (whilst recognising that a one- off incident can leave a pupil traumatised and nervous of future recurrence);
- difficult for targets to defend themselves against;

This school uses the definition provided by Welsh Government - Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019):

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help. Whatever the reason, bullying is never acceptable and will not be tolerated.

Bullying can take many forms but may be:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;
- **emotional** – behaviour intended to isolate, hurt or humiliate someone; sly or underhand actions carried out behind the target’s back or rumour spreading’ bullying that tries to harm the target’s relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted;

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- **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity;
- **Prejudice-related** - bullying includes the protected characteristics. (Including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background;

For definitions on hate crime/incidents and harassment refer to Hate Incident /Crime and Harassment Policy.

What is not bullying?

Some behaviour, though unacceptable is not considered bullying. Welsh Government expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying. It is essential that these one-off incidents are recorded by the school and that this data is regularly reviewed by the school alongside data on bullying to inform future practice. Some cases might be a safeguarding matter or require involvement of the police. A young person may be in need of multi-agency support or therapeutic intervention.

The following examples are cases which would not normally be considered bullying:

- **Friendship fallouts** - a friendship feud may, however, deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group.
- **A one-off fight** – Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual.

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- **An argument or disagreement** between two children or young people is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect others' views.
- **A one-off physical assault** – Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate.
- **Insults and banter** - children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed.
- **A one-off instance of hate crime** – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

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Possible Signs of Bullying

Those being bullied may show changes in behaviour such as becoming shy, anxious and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Our whole school approach to preventing bullying

As a school we will:

- Ensure all staff are trained to the appropriate level on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV);
- Raise awareness about bullying behaviour by regular assemblies, Wellbeing Matters and Health and Wellbeing curriculum content.
- Use opportunities across the new curriculum for Wales 2022 to embed positive behaviour and respect. Opportunities will not be limited to the Health and Wellbeing Area of Learning Experience but extended across all curriculum areas and beyond;
- Use interventions, such as Thrive, as a whole-school strategy to address bullying behaviour;
- Utilise opportunities for addressing bullying through, displays, posters, worry box, Restorative Approaches sessions (Roots to respect), peer support and the School Council;
- Make the information in this policy available to everyone in our school community – through availability on website / staff handbooks / school prospectus;
- Involve all members of the school community in designing /implementing the policy- using school council to develop a “child friendly version”;
- Adopt preventative approaches to bullying, for example putting friendship stops in place;
- Develop a positive ethos which includes knowing bullying is unacceptable;
- Expect positive behaviour which helps and supports learning and development; Promote co-operation and expect socially responsible behaviour;
- Encourage bystanders who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter perpetrators;
- Value and celebrating everyone’s differences, skills and talents;

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- Support the development of emotional literacy, self-esteem and resilience through: assemblies, group work, Nurture groups, P4C, Thinking Matters, the Health and Wellbeing Curriculum, the Healthy Schools programme, mediation and Restorative Approaches;
- Promote the importance of healthy relationships and raise the awareness of children about the issues of violence and abuse in an age appropriate and safe way;
- Train all staff including lunchtime staff, teaching assistants and support staff to identify bullying and follow school policy and procedures on bullying. Training needs will be reviewed annually for all members of staff;
- Actively create “safe spaces”, such as ‘My Space’ and ‘The Den’, for vulnerable children and young people;
- Continuously review and update policy in line with best practice and findings;
- Contact relevant outside agencies where appropriate;
- Actively involve our designated School Police Officer in the delivery of the Wales Police School Programme;
- Show respect for others and challenging and educating about inappropriate language that is: racist, homophobic, sexist, religiously biased, disablist or would be deemed offensive or derogatory by any protected groups named in the Equality Act;
- Set out clear guidelines for parents/carers wishing to complain about bullying. Under section 29 of the Education Act 2002 school governors are required to have and publicise a complaints procedure. A school complaints procedure must be available on the school website and/or made available on request from the school. The policy must explain the process for raising a complaint;
- Set out clear age-appropriate guidelines for pupils wishing to complain about bullying;
- All staff model appropriate positive behaviours by example.

We will involve pupils by:

- Regularly listening to pupils’ views on the extent and nature of bullying;
- Ensuring pupils know how to express worries and anxieties about bullying;
- Ensuring all pupils are aware of the range of sanctions that may be applied against those engaging in bullying;
- Involving pupils in anti-bullying campaigns in schools;
- Offering support to pupils who have been bullied; and

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- Working with pupils who have been bullied to address the problems they have.

We will work closely with families to:

- Ensure that parent(s)/carer(s) know whom to contact if they are worried about bullying;
- Ensure parents know about our policy by publicising it on the school website and giving guidance on how to use it effectively;
- Ensure parent(s)/carer(s) know where to access independent advice about bullying; and
- Work with parent(s)/carer(s) and the local community to address issues beyond the school gates that give rise to bullying.

Encouraging reporting if bullying occurs:

It is important that we create an atmosphere in our school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

Our whole school approach to responding to bullying incidents includes:

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.
- All reports will be taken seriously and investigated.
- Confidentiality for anyone who shares information will be respected.
- Opportunities for children to communicate concerns include a problem box access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality' We will take all incidents seriously and record their occurrence on a Bullying Log.

A designated person will monitor and collate information on victims of bullying and perpetrators, that person will:

- Investigate the incident / establish facts by independently talking to all involved;
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- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators and targets; encourage reconciliation where this is possible/ feasible;
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents;
- Involve parents as early as possible where appropriate;
- Keep accurate, factual records of all reported incidents and the school's response;
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Provide on-going support for those involved where necessary; Welsh Government leaflets are available for children, young people and parents/carers.

The school will offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include;

- Withdrawing privileges/free time;
- Preventing access to parts of school;
- Short or long term exclusion, internal exclusion or lunchtime exclusion;
- Involving parents when necessary;
- Involving appropriate outside agencies;
- Including details on the perpetrator's school record;

Support for staff who are bullied

Bullying of staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Does the school have an effective system for keeping records of bullying incidents?

An Incident recording form (Bullying, hate crime, hate incident, harassment, 'other'. Such data should be analysed termly, and subsequent resources and advice will be targeted accordingly.

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Review, Monitoring and Evaluation

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed, and revised annually.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils being bullied
- pupil's willingness to report incidents
- staff vigilance and response to bullying behaviour
- numbers of pupils and parents feeling secure about the school's response to bullying.

Data will be gathered via MyConcern.

The Designated Person(s) for Anti-bullying is:	Karen Wathan	Headteacher
The Senior Members of Staff with responsibility for this policy area is:	Karen Wathan Kate Haynes Joanne Deek	Headteacher Deputy Headteacher Health and Wellbeing
The Governor with oversight of this policy is:	Mark Vaughan	Safeguarding
Agreed by the Governing Body		Date:
Head Teacher		Date:
To be reviewed	Annually	Date:

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