



Ton-Yr-Ywen Primary School

POLICY FOR:

ANTI-BULLYING

**Happy Together- Learning for Life
Dysgu'n Hapus – A Dysgu Byw**

“Schools need to be at the heart of tolerant and diverse communities. Racism and bullying have no place. Every child deserves respect and a safe learning environment whatever their racial, religious or cultural background, and every child needs to learn that our society values diversity and mutual respect.”

Respecting Others: Anti-bullying Guidance (WG September 2011)

Anti-Bullying Policy¹

Our Vision

At Ton Yr Ywen we are all dedicated to helping every child to flourish and achieve all-round success.

We believe to achieve all-round success, children need to; be happy and self-confident individuals, form positive and respectful relationships and make good choices through knowing right from wrong.

We aim to achieve our Vision by creating a school where everyone is safe, happy and healthy and where everyone strives to live by our 6 core values: Responsibility, Respect, Courage, Honesty, Kindness and Co-operation

Aims and Objectives

This policy aims to:

- Articulate a clear and shared definition of bullying.
- Describe the procedures to be followed in respect of bullying incidents.
- Outline the roles of all stakeholders in regard to Anti-Bullying.

As a school we aim to:

- Have in place established systems to deal with incidents of bullying.
- Develop confident children who will notify staff if they or someone else feels that they are being bullied.
- Make the whole school community aware of our intolerance towards bullying and that incidents will be dealt with promptly and effectively.
- Make clear each person's responsibilities with regard to bullying in our school.
- To promote a caring, friendly and safe environment where all can learn in a relaxed and secure atmosphere without anxiety of bullying.

What is bullying?

It is important to have a clear and consistent definition of bullying. Professionals, parents and children should be able to distinguish bullying from other forms of misbehaviour. Whilst many incidents are initially labelled as 'bullying' it is crucial that a distinction can be made between relational conflicts and bullying.

'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms'.²

Our definition of bullying is:

'A deliberate intent to hurt, frighten, intimidate, mock, humiliate, exclude or coerce, usually repeated over a sustained period of time, where a sense of powerlessness can make it difficult for a victim to defend himself or herself'.

Bullying is ✓	Bullying is NOT X
When people: <ul style="list-style-type: none">• Hurt others on purpose (words or actions)• Say they will hurt them• Tease others unkindly• Call people names• Take their things, spoil or throw them away• Say unkind things about others, whether true or not• Prevent others from joining in their work, play or group activities	When people: <ul style="list-style-type: none">• Hurt you by accident• Don't know you want to join in• Won't let you have your own way• Ask you to wait your turn• Want you to play by the rules• Forget to ask if they can borrow something

¹ It is a government requirement that all schools have an anti-bullying policy (School Standards and Framework Act 1998). This policy reflects the Department for Education and Skills (DfES) guidance for schools under two headings: 'Don't Suffer in Silence and Bullying – A Charter for Action' and the principles enshrined in 'Every Child Matters'. We believe all our safeguarding procedures are in line with the Welsh Assembly Government's 'Respecting Others: Anti-bullying Guidance 2011' and 'Children and Young People: Rights to Action 2004' and that we promote the welfare of all children in our care.

² Estyn, 'Tackling bullying in schools: A survey of effective practice' (2006).

TYY pupils consider bullying to be:

'When someone hurts your feelings, hurts you physically or verbally over and over again'
 'When someone takes their emotions out on someone else because they are sad or jealous'
 'When someone makes fun of you all the time'
 'You can be bullied because of the colour of your skin'
 'You can be bullied online'
 'You can be bullied because you are a girl or a boy'
 'You should always tell an adult that you trust if you are being bullied'

TYY School Council 2018/2019

Bullying can be:

- **Direct** (physical or verbal)
- **Indirect** (e.g. being ignored or not spoken to).
- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Verbal** – name-calling, sarcasm, spreading rumours, teasing

There are many categories of bullying, including:	
Cyber bullying	Cyber bullying is when a young person is humiliated or harassed using digital means; this can include mobile phones or other devices. Cyber bullying can continue long after school hours.
Homophobic and transgender bullying	Because of, or focusing on, the issue of sexuality. Homophobic and Transgender bullying is usually motivated by the perpetrator's ignorance, prejudice or fear. Such incidents can have a serious impact upon the target's quality of life. It can affect young people whether they identify as being Lesbian, Gay, Bisexual or Transgender (LGBT) or not.
Gender-based bullying	Where bullying behaviours focus on gender or gender-stereotypes. This can include making suggestive or offensive comments or hints about members of a specific gender or making gender-related comments about someone's physical characteristics or mannerisms.
Racist and religious bullying	Racist and religious bullying is motivated by difference, or perceived difference, between the bully and the target. The bullying may take many forms and be based on skin colour, dress, accent, cultural identity, way of life, stereotyping, religious observances or an inability to participate in certain activities. (All incidents of racial harassment are recorded and monitored - See Policy for Racial Equality)
Sexual bullying	Unwanted physical contact or sexually abusive comments
Bullying on the basis of special educational needs, health issues or disabilities	Children with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied. Any number of factors— physical vulnerability, social skill challenges, or intolerant environments—may increase the risk. Children with special health needs, such as epilepsy or food allergies, also may be at higher risk of being bullied. Bullying can include making fun of children because of their allergies or exposing them to the things they are allergic to

Signs that a Child is Being Bullied

Some signs that may point to a bullying problem are: However, be aware that not all children who are bullied exhibit warning signs.

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating
- Difficulty sleeping or frequent nightmares
- Declining progress, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Responses to Bullying

A Child's Response to Bullying Situations

When incidents of bullying occur, children should be encouraged to report the incident to a member of staff.

Any act that may be construed as bullying should be reported by the victim and/or by anyone who has seen or heard the event. Any reported incidents will be treated sympathetically. It should be remembered that bullies often bully because they are sad, hurt or have been bullied themselves.

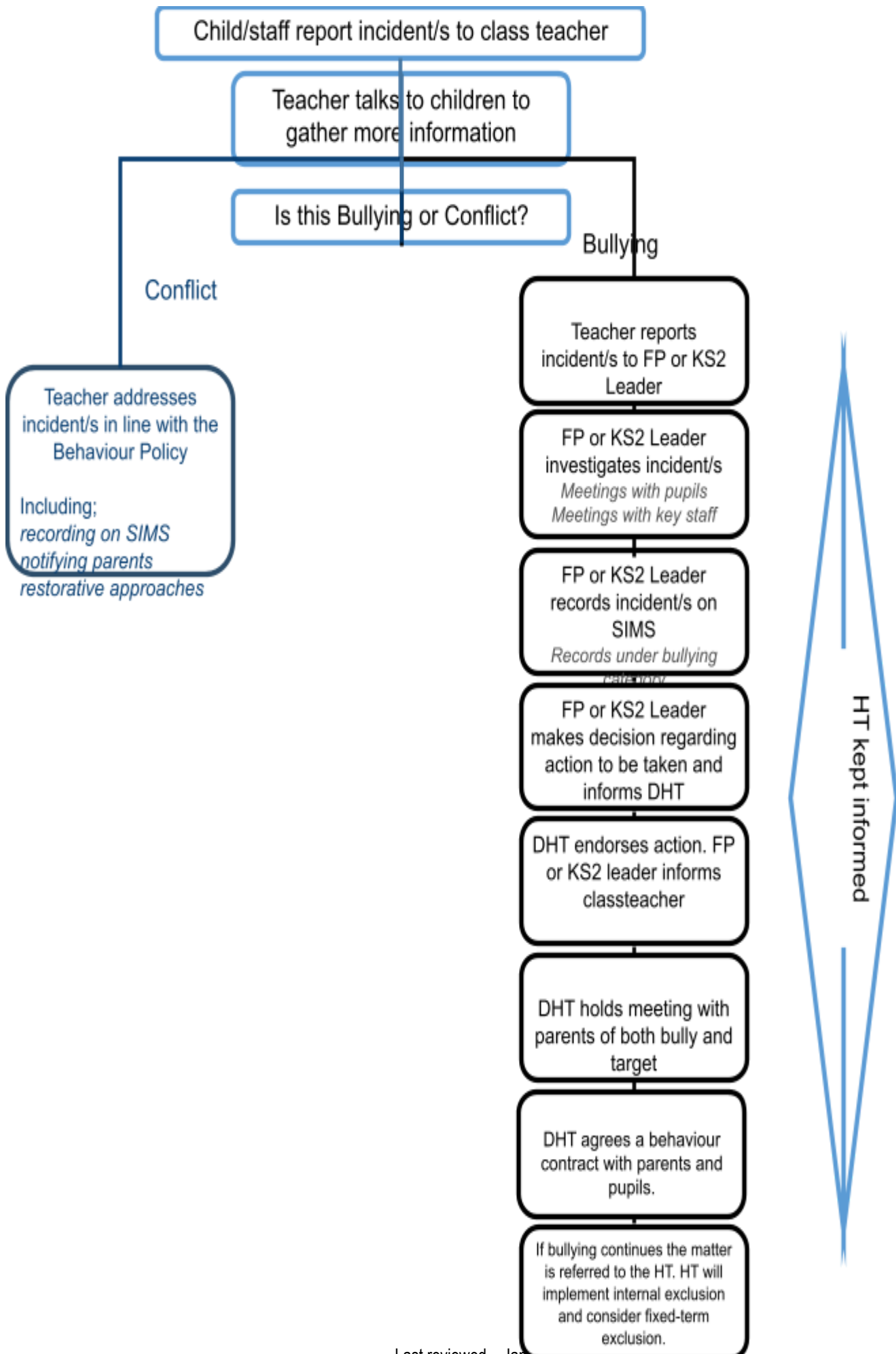
How can we respond to Bullying behaviour?

- Tell the bully to stop
- Walk away
- Talk to a teacher, parent or friend
- Report bad behaviour
- Make friends with someone else
- Follow our school values (especially 'kindness')

Follow our school 'TELL' approach:

T	Tell the bully to stop
E	Exit the situation
L	Look for a friend or adult who can help you
L	Let an adult know what is happening to you

Staff Response to Bullying



Roles of Stakeholders

The Role of Governors

The governing body will not condone any bullying in our school, and ensure that any incidents of bullying that do occur are taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the school to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a formal complaint to the governing body **if they do not believe that the above process has been appropriate followed or if they are dissatisfied with the outcome of the process**. The governing body responds within ten working days to any request from a parent/carer to investigate incidents of bullying (see Complaints procedure)

The Role of the Headteacher/Deputy Headteacher

It is the responsibility of the Headteacher/Deputy Headteacher

- 1) To implement the school anti-bullying strategy
- 2) To ensure that all staff (both teaching and non-teaching) are aware of the policy, receive sufficient regular training to identify and know how to deal with incidents of bullying by taking appropriate action when it occurs.
- 3) To report to the Governing Body about the effectiveness of the anti-bullying policy, if necessary, making recommendations for improvements.
- 4) To ensure that all children know that bullying is wrong, and 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 Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is receiving sanctions/ support.
- 5) To promote a school ethos that ensures that all pupils feel safe and supported and able to tell others if they are feeling bullied. To promote the school values to help prevent bullying behaviours.

The Role of Teachers and Support Staff

Follow the above procedure when dealing with any suspected cases of bullying.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all including specific lessons taught through PSE/ PSD.

All staff take all forms of bullying seriously.

Whenever teachers witness/are made aware of, an act of bullying, they will gather more information for themselves and refer it in line with the procedure outlined above.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and support and sanctions for the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

Our Emotional Literacy Support Assistants (ELSA) are experienced and well trained to support children involved in any instances of bullying.

Teachers will place a worry monster/worry box in their classroom where children can note their concerns.

The Role of Parents and Carers

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents and carers 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.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied or if they see someone being bullied, and if the bullying continues, they must keep on letting people know. Children are encouraged to tell the Playground Buddies if they see bullying behaviour or are the target of this behaviour. Pupils are invited to tell us their views about a range of school issues, including bullying, through a variety of means including; bi-annual pupil questionnaire, school suggestion box, circle time, school council.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Monitoring the Effectiveness of this Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Headteacher and the nominated governor sub-committee and the necessary recommendations for improvement will be made to the Governors.

Equality Impact Assessment

This policy has had an equality impact assessment and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

'No Blame / 7 Step' approach to dealing with bullying:

Aims

- To keep the victim 'safe'
- To obtain empathetic support from the participants including the bully
- To empower onlookers/colluders

Step 1 – talk with the victim

- Initiate a warm conversation with the bullied child.
- Ask her/him to tell you what happened and how it made them feel.
- Discuss who is involved in the hurtful behaviour.
- Note whether this is a single incident or repeated over time.
- Ask the child to draw or write down how they felt.

Step 2 – convene a meeting with children involved

- Gather a group of children who have been involved – bullies, bystanders and observers
- The group should be 6-8 children.
- Balance the group with friends of the victim.
- The group does not include the victim.

Step 3 – explain the problem to the group

- In a warm conversation explain your own worries about the victim's feelings – read out what the bullied person wrote or show their picture.
- Don't discuss the actual bullying event.
- Be only concerned with how the bullied person sees the hurtful behaviour and how it makes them feel.
- Resist listening to excuses from the group and don't allocate any blame to anyone.

Step 4 – Share responsibility

- Explain that nobody is in trouble, to be blamed nor punished.
- The group's task is to take the responsibility of trying to make the victim happy and secure.
- Explain that their task is to do this individually and in their own way.

Step 5 – Ask the group members for their ideas

- Encourage each group member to suggest what they can do to make the victim happier.
- Make sure they use 'I' language of intention, for example, 'I will...', 'I can...'
- Make a note of what the children suggest. Do not impose ideas.
- Give the children the notes to help them remember.

Step 6 – leave it up to them

- Remind them that you are handing responsibility to the group.
- Explain that you will meet members of the group individually in about a week to see how things are going.

Step 7 – meet them again

- Meet each child individually after a week (including the victim) to see how things are going.
- Reassure them all you will monitor the victim who can come to talk to you if they have any problems.