

YSGOL GYNRADD



Anti-Bullying Policy

Albert Primary School Anti-Bullying Policy

Bullying is wrong and damages individual children. At Albert Primary School we will 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, secure and positive environment where all children can learn without anxiety and fear of intimidation, and where measures are in place to reduce the likelihood of bullying. All children are entitled to be treated with respect and understanding. Behaviours that undermine these principles are totally unacceptable. We believe that early intervention and working in partnership with parents/carers is crucial to ensuring the protection and wellbeing of our children.

1) Objectives of this Policy

Albert Primary School Anti-Bullying Policy outlines what Albert Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

3) Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger); sending offensive or degrading images by

¹ Adapted from Bullying – A Charter for Action, DCSF

phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

4) Forms of bullying covered by this Policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

(See also, Appendix 1)

5) Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the Pupil Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures (See Appendix 2) on bullying.
- Actively create "safe spaces" for vulnerable children.

6) Involvement of pupils

Strategies to reduce bullying at Albert

We will:

- Regularly canvas children's views on the extent and nature of bullying and set an action plan following the audit.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.

² Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

- Work with students who have been bullying in order to address the problems they have.

The following will also be used:

- Co-operative group work.
- Circle-time.
- Buddying
- Discussions at Pupil Council Meetings.
- Mediation by adults and/or peers.
- Direct and indirect discussions through areas of the curriculum. E.g. PSE, literacy, drama, history, RE.

(See also, Appendix 3 for further advice for children.)

7) Liaison with parents and carers

We will:

- Ensure that parents/carers know who to contact if they are worried about bullying. (see Appendices 2 and 4)
- Ensure parents/carers know about our complaints procedure and how to use it effectively. (The school's Complaints Procedure is available upon request from the school or on the school website – www.albertprimary.co.uk)
- Ensure parents/carers know where to access independent advice about bullying. (see Appendix 4)
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

8) Recording of bullying incidents

We will record incidents of bullying in the school's confidential 'Purple File' in the following way:

- Names of those involved, including the victim, perpetrator and any witnesses.
- Dates of incidents
- Details of incidents.
- Action taken.
- Monitoring of the situation.
- When situation will be reviewed.
- Reported incidents of bullying will be logged on the school's 'Bullying Incident Log' held in the Headteacher's office. (Appendix 5)
- From the Bullying Log, a 'Termly Incidents Report' will be sent to the Local Authority. (Appendix 6)

9) Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review.

9) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

- Pupils are encouraged to tell anybody they trust if they are being bullied or know of someone else being bullied and to abide by the policy.
- Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- School Governors must take a lead role in monitoring and reviewing the policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff have a responsibility to be aware of this policy and implement it accordingly.
- It is the responsibility of the Headteacher to communicate the policy to the school community.

Appendices

- 1. Types of bullying**
- 2. Bullying Advice for Children and Young People**
- 3. Procedures for Dealing with incidents of Bullying**
- 4. Bullying Advice for Parents and Carers**
- 5. Bullying Incident Log**
- 6. Bullying Incidents – Termly Reporting Form**

Appendix 1

Types of bullying

| Type | Example |
|------------------------------|---|
| Physical Bullying | <ul style="list-style-type: none">• Kicking or hitting• Prodding, pushing or spitting• Other physical assault• Intimidating behaviour• Interference with physical property |
| Verbal/Psychological | <ul style="list-style-type: none">• Threats or taunts• Shunning/ostracism• Name calling/verbal abuse• Spreading of rumours• Making inappropriate comments in relation to appearance• Involve social networks with the intention of excluding, ostracising or marginalising• Extortion |
| Socio-economic Status | <ul style="list-style-type: none">• Negative stereotyping, name calling or ridiculing based on financial circumstances |
| Sexist | <ul style="list-style-type: none">• Use of sexist language• Negative stereotyping based on gender |
| Sexual | <ul style="list-style-type: none">• Unwanted/inappropriate physical contact• Sexual innuendo• Suggestive propositioning• Distribution/display of pornographic material aimed at an individual• Graffiti with a sexual content aimed at an individual |
| Homophobic | <ul style="list-style-type: none">• Name calling, innuendo or negative stereotyping based on sexual orientation• Use of homophobic language |
| Faith-based | <ul style="list-style-type: none">• Negative stereotyping name calling or ridiculing based on religion |
| SEN/Disability | <ul style="list-style-type: none">• Name calling, innuendo or negative stereotyping based on disability or learning difficulties• Excluding from activity on the basis of disability or learning difficulty |

| | |
|------------------------|---|
| Gifted/Talented | <ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on high levels of ability or effort • Ostracism resulting from perceptions of high levels of ability |
| Cyber | <ul style="list-style-type: none"> • Abuse on-line (e.g. social networking sites) or via text messaging • Interfering with electronic files • Setting up or promoting inappropriate websites • Inappropriate sharing of images from webcams/mobile phones etc • Interfering with email accounts |
| Racist | <ul style="list-style-type: none"> • Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language. • Refusal to co-operate with others on the basis of any of the above differences • Stereotyping on the basis of colour, race ethnicity etc • Promoting offensive materials such as racist leaflets, magazines or computer software on Vale County Council premises |

Source: Vale of Glamorgan Anti-bullying Policy 2012

Appendix 2

Procedures For Dealing With Incidents Of Bullying.

Everyone in our school takes all forms of bullying seriously and seek to prevent it from taking place.

If teachers witness an act of bullying they will investigate it themselves or refer it to the Deputy or Headteacher.

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.

Stage 1 (Teacher Concern)

- Child/parent/carer reports to teacher.
- Apology to victim – verbal.
- Apology to victim – written.
- Appropriate consequences. (see Positive Behaviour Policy)

Child is counselled by the class teacher (and ALNCo/Headteacher if necessary).

Consequences should be in line with the school's Positive Behaviour Policy but could include:

- A possible loss of privileges.
- Informing parents.

Stage 2 (School Action)

- The class teacher reports to the ALNCo and may discuss with the Headteacher.
- The child is given notice that 'bullying' and other inappropriate behaviour is being recorded.
- Record is begun containing the date and a description of the incident.
- The class teacher and ALNCo or Headteacher counsel child formally.
- Parents are involved.
- Evidence is collected.

Stage 3 (School Action Plus)

- Headteacher/Outside Agency (e.g. Behaviour Improvement Team, Social Services)/ALNCo implement strategies to correct behaviour.
- Parents work in tandem with the school.
- Governors may be involved.
- Exclusion may be considered necessary.

If a parent/carer, having reported a concern to the class teacher is not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's Complaints Procedure.

Appendix 3

Bullying advice for Children and Young People

What is bullying?

Bullying is when someone deliberately hurts someone on more than one occasion by using behaviour, which is meant to physically hurt, frighten or upset the other person.

Bullying can be:

Emotional: hurting people's feelings, excluding from activities or play

Physical: pushing, kicking punching, spitting, pinching

Verbal: teasing, name-calling, making threats, spreading rumours

Cyber: nasty text messages and emails

Racist: hurtful behaviour because of a person's colour, religion, culture

Sexual: unwanted physical contact, rude comments

Homophobic: bullying motivated by prejudice against someone who is lesbian, gay or bisexual

Disability: bullying around special educational needs or disabilities

What can I do if I am being bullied?

- Schools have to have an anti-bullying policy and must deal with incidents of bullying so tell a teacher. The school will want to know if you are being bullied and will want to help you.
- Tell your parents and your friends. Ask your friends to look out for you
- Help yourself by trying to ignore the bully
- Act as though you don't care what they say or do
- Use eye contact and firmly tell them to go away
- Walk away
- Try not to cry or look upset as bullies want to get a reaction
- Keep calm and try not to get angry
- Don't fight back as this could make the situation worse
- Keep a record of all the events – time and place and what happens. Save any nasty texts or emails
- Think about when and where it happens, and try to avoid these places
- If possible, stay away from the bullies, or stay with a group when you don't feel safe
- Practise "walking tall". Try to look positive and confident even if you are not

- Never respond to nasty texts, emails or comments on social networking sites that you have received and always save them for evidence
- Remember - it is not your fault – no-one deserves to be bullied

Useful Websites and telephone numbers:

www.kidscape.org.uk Tel: 0845 205 204

www.childline.org.uk Tel 0800 1111

www.bullying.co.uk

www.dontsufferinsilence.com

www.chatdanger.com

www.there4me.com

www.antibullying.net

www.bullyonline.org

www.safenetwork.org.uk

www.bulliesout.com

Source: Vale of Glamorgan Anti-bullying Policy 2012

Appendix 4

Bullying Advice for Parents and Carers

What is bullying?

There are many definitions of bullying; most contain reference to the following characteristics:

- **it tends to be prolonged and repeated;**
- it involves an imbalance of power between victim and perpetrator;
- it may be physical, verbal or psychological.

Bullying is a complex issue that may be defined as the intentional abuse of power by an individual or group with the intent of causing concern or distress to another individual or group. It may occur on a regular or irregular basis; every reported incident should be treated seriously and be thoroughly investigated.

Bullying is experienced by significant numbers of children and young people; adults should be vigilant in looking for possible instances. Bullying and harassment can seriously blight lives and cause acute unhappiness and anxiety. This can lead to changes in a victim's behaviour causing hindrance to academic progress, truancy and self-harming.

Bullies are not all the same. They can be:

- aggressive and physically intimidating and act in gangs to harass their victims;
- anxious bullies who join bullying groups to avoid adverse attention themselves;
- victim bullies who turn to bullying weaker youngsters after having suffered bullying themselves;
- verbal bullies who taunt and disparage their victim effectively attacking the victims self esteem;
- psychological bullies who spread harmful stories or hint at possible negative outcomes to their victims.

Victims also differ in nature. Some examples can be:

- looked after children;
- children with special education needs;
- children who have a different mode of speech or appearance from others. This would include those from different ethnic backgrounds to the majority;
- anxious or nervous children with low self-esteem;
- children with under-developed social skills;
- attention seeking individuals who provoke others or seek the role of victim.
- newcomers to school, class, social group or neighbourhood

Sexual or racial harassment are forms of bullying. The former is most often perpetrated by boys against girls and is more often than not an abuse of physical power. The Commission for Racial Abuse defines abuse of a racist nature as “violence, which may be verbal or physical, including attack on property as well as the person. This may be suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes the perpetrator was acting on racial ground”.

Not all aggressive behaviour is bullying. Some behaviour, particularly with very young children, might be aggressive but have no knowing intent to cause distress or injury. Victims who report that they feel bullied when they may not have been are obviously vulnerable and should be supported. Adults in these types of instances need to carefully explain the differences between bullying and isolated, though regrettable, acts of aggression that might be a one-off incident.

Bullying is an intentional abuse of relational power. There are other types of negative behaviour, which are sometimes mistaken for bullying. Squabbles, quarrels, pushing and shoving should not automatically be seen as bullying. Children and adults quarrel from time to time and it is not bullying if there is no imbalance of power. It is important that schools recognise the difference between conflict and bullying, which is typically surrounded by a complex web of deceit and power misuse.

Bullying is deliberate behaviour, by an individual or a group, repeated over a period of time.

Anyone can be the target of bullying and this can be for a variety of reasons such as gender, race, sexual orientation, religion, age and disability.

Bullying can be:

| | |
|--------------------------------------|---|
| Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| Physical | pushing, kicking, hitting, punching or any use of violence |
| Racist | 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, Sexual or Transphobic | when a learner usually repeatedly harms another learner or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms |

| | |
|----------------------------|---|
| Homophobic | bullying motivated by prejudice against lesbian, gay and bisexual people (LGB) or those perceived to be LGB |
| Verbal | name-calling, sarcasm, spreading rumours, teasing |
| Cyber/Technological | all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities |
| Disability | bullying around special educational needs and disabilities |

What are the signs of bullying?

Indicators a child is being bullied could include:

- Reluctance to go to school
- Appearing frightened of the journey to and from school
- Change their usual route
- Anxious, moody, withdrawn, quiet
- Complaining of illnesses such as stomach aches and headaches
- Bed-wetting in a previously dry child or young person
- Having nightmares or sleeping difficulties
- Coming home regularly with missing or damaged possessions
- Arriving home hungry
- Asking for extra money or stealing money
- Begins truanting
- Deterioration in their work
- Stops eating
- Unexplained cuts and bruises
- Aggressive, bullying others
- Gives improbable excuses for any of the above

How can parents/carers help?

- Give reassurance to your child that is not their fault
- Talk calmly about what is happening even though you may feel upset yourself
- Listen to your child and take what they say seriously
- Encourage your child to report incidents to a member of staff
- Make notes of what has happened (who, what, when, where)
- Talk to the school or organisation
- Do not confront the bully or parents yourself-work with the school or other organisation

Talking to the school

Schools must have an anti-bullying policy. It should make clear the strategies it will use in response to bullying incidents. Schools have a duty to promote positive behaviour and have strategies to prevent bullying incidents occurring.

- Tell the school about the incident
- Try and stay calm-the school may have had no idea that your child is being bullied or may have heard conflicting accounts of the incident
- Give as much detail of the incident as you can - time, location, what happened, names of those involved including witnesses
- Arrange a meeting with school staff
- The school should investigate the incident before the meeting
- Take written details of the incident to the meeting
- Ask for notes to be taken so that there is a record of what is discussed and agreed
- Ask for a named contact at the school for both you and your child
- Stay in touch with the school and let them know if things improve as well as if problems continue
- Agree a plan of action and a time for a follow up meeting

After the meeting

- Write to the school outlining what you think was agreed at the meeting.
- Give the school time to deal with the incident but agree a deadline with the school
- Talk to your child about what is happening

Useful websites and telephone numbers

www.bullying.co.uk

www.kidscape.org.uk Tel: 08451 205 204

www.parentlineplus.org.uk Tel: 0808800 2222

www.snapcymru.org

www.wales.gov.uk/respectingothers

www.antibullying.net

www.childline.org.uk Tel: 0800 1111

www.ace-ed.org.uk

www.bulliesout.com

Source: Vale of Glamorgan Anti-bullying Policy 2012

Appendix 5

Example Bullying Incident Log

| Name of pupil | Gender | | Yr Gro up | Date of Incident | Investigated | | Victim | | | Outcome | Type of bullying/Nature of Bullying (refer to key) | | | | | | | |
|---------------|--------|---|-----------|------------------|--------------|------|--------|---|----------|---------|--|---|---|---|---|---|---|---|
| | M | F | | | By whom | Date | M | F | Yr Group | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | |

Key:

Type of Bullying

1 – Verbal / Emotional, 2 – Physical, 3 – Cyber

Nature of Bullying

4 – Disability / Special Needs, 5 – Race, Religion, Culture, 6 – Sexist / Sexual,

7 – Homophobic, 8 – Other

Appendix 6

Bullying Incidents Termly Reporting Form (Primary Schools)

| | |
|--------------|--|
| School Name: | |
| Term: | |

| | |
|---|--|
| Total number of incidents of bullying recorded: | |
| Total number of pupils responsible: | |
| Total number of victims: | |

Please provide the following additional information:

| Detail of pupils responsible: | Male | Female | Total |
|-------------------------------|------|--------|-------|
| Year Group: | | | |
| • Nursery/Reception | | | |
| • Year 1 | | | |
| • Year 2 | | | |
| • Year 3 | | | |
| • Year 4 | | | |
| • Year 5 | | | |
| • Year 6 | | | |
| LAC | | | |
| Ethnic group: | | | |
| • White British | | | |
| • White non British | | | |
| • Asian | | | |
| • Black | | | |
| • Chinese / Chinese British | | | |
| • Any other ethnic background | | | |
| • Ethnic background not known | | | |

| Detail of victims: | Male | Female | Total |
|---------------------|------|--------|-------|
| Year Group: | | | |
| • Nursery/Reception | | | |
| • Year 1 | | | |
| • Year 2 | | | |
| • Year 3 | | | |
| • Year 4 | | | |
| • Year 5 | | | |
| • Year 6 | | | |

| | | | |
|-------------------------------|--|--|--|
| LAC | | | |
| Ethnic group: | | | |
| • White - British | | | |
| • White – Non British | | | |
| • Mixed | | | |
| • Asian | | | |
| • Black | | | |
| • Chinese / Chinese British | | | |
| • Any other ethnic background | | | |
| • Ethnic background not known | | | |

| | | | |
|--------------------------------------|--|-------------------------------|--|
| Type of Bullying How many were: | | | |
| Verbal / Emotional | | Cyber | |
| Physical | | Other | |
| Nature of Bullying How many were: | | | |
| Racist | | Disability / Additional Needs | |
| Sexist / Sexual | | Religion/Culture | |
| Homophobic | | Other | |

| | | | |
|--|--|-------|--|
| Please detail any additional support required of the LA that you have identified to help tackle bullying issues, e.g. training | | | |
| | | | |
| Head teacher Signature: | | Date: | |

| Document Information | | | |
|-----------------------------|-------------------|-----------------------------|---------------|
| Created by - | Ceri Hawkins | Reviewed by - | |
| Last Review- | November 2014 | Next review - | Autumn 2016 |
| Review Cycle - | Every 2 years | Accepted by FGB - | December 2014 |
| Chair of Governors - | Ms. Heather Brown | | |
| Headteacher - | Huw Jones | | |

