

# **ST ILLTYD PRIMARY SCHOOL**



**Anti Bullying Policy.**

***Work Hard, Think Hard, Have Fun!***

## **Introduction.**

**All those people involved in the life and work of the school will be responsible for the implementation of this Policy.**

### **A Definition of Bullying.**

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

*(Tackling bullying in schools: A survey of effective practice – Estyn 2006)*

***“Bullying is when a child or children are being victimised by others, and they feel threatened, frightened or scared. It can be either subversive, covert or out in the open”***

*(Parent definition, September 2007)*

## **Procedures and Practice.**

Bullying is wrong and damages individual children. In St. Illtyd 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 have a happy, caring, safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

### **Aims and objectives.**

This policy aims to produce a consistent school response to any bullying incidents that may occur. Bullying will be dealt with sympathetically but firmly, direct appropriate action will be taken to address underlying cause and overcome the difficulty.

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.

### **Bullying can be:**

- Emotional – being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist – racial taunts, graffiti, gestures.
- Sexual/Gender – unwanted physical contact or sexually abusive comments or focusing upon an issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.
- Online – taking the form of some of the above forms.

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

#### **Physical bullying may:**

- ♦ Often consist 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.

**Verbal bullying may:**

- ♦ Involve name calling.
- ♦ Making use of written notes, e-mails or mobile telephone messages.
- ♦ Include threats of physical violence.

**Indirect/Manipulative bullying may:**

- ♦ Involve social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships.
- ♦ Involve spreading rumours or malicious accusations.

**We may use a variety of strategies to reduce bullying, including:**

As a school we will use the following strategies to prevent or reduce incidents of bullying:  
For the victim:

- ♦ Co-operative group work. Encourage pupils to discuss how they get on with others and are able to form positive attitudes towards other people. This could be undertaken in Collective worship or Personal, Social Education (PSE) lessons.
- ♦ Circle Time. Whole class or group activity where key issues are discussed with children and then views of all sides are taken into account.
- ♦ Circle of friends. Pupils working in friendship groups to think about how to react to particular situations/incidents.
- ♦ Buddying. Offering support from other children when a child feels vulnerable.
- ♦ Discussions at School Council meetings
- ♦ Mediation by adults and/or peers
- ♦ Direct and indirect discussions through areas of the curriculum e.g. PSE lessons, literacy, drama, history and RE, to highlight aspects of bullying and the appropriate way to behave towards others.

For the aggressor:

- ♦ Within the school community how can we minimise the opportunities for bullying to take place e.g. by providing additional supervision at problem times.
- ♦ One to one support about how to treat others with respect. Buddies (a group of older Key Stage 2 pupils chosen by their peers) help to support other pupils who may be afraid to speak up for himself/herself if an incident occurs.
- ♦ Co-operative group work. Encourage pupils to discuss how they get on with others and are able to form positive attitudes towards other people. This could be undertaken in Collective worship or Personal, Social Education (PSE) lessons.
- ♦ Circle Time. Whole class or group activity where key issues are discussed with children and then views of all sides are taken into account.
- ♦ Circle of Friends. Pupils working in friendship groups to think about how to react to particular situations/incidents.
- ♦ Buddying. Ensure support from other children helps the “bully” to understand how their actions can affect others.
- ♦ Mediation by adults and/or peers

- ◆ Direct and indirect discussions through areas of the curriculum e.g. PSE lessons, literacy, drama, history and RE, to highlight aspects of bullying and the appropriate way to behave towards others.

Using the above methods we believe we remind all pupils that bullying is unacceptable within our school. The teacher will also work with the victim and the aggressor when concerns about bullying are not resolved immediately.

**Bullying incidents will be recorded in the following way:**

- Names of those involved, including the victim, bully and any witnesses.
- Dates of incidents.
- Details of incidents.
- Action taken.
- Monitoring of situation.
- When the situation will be reviewed.
- A bullying log is sent to the Local Authority at the end of each term.

**The Role of Pupils.**

Pupils are made aware and constantly reminded to tell anyone they trust if they are being bullied, and if the bullying continues, they must tell other people.

If you are being bullied:-

- Tell yourself you do not deserve to be bullied and that it is wrong.
- Be proud of who you are, it is good to be an individual.
- Please do not suffer in silence.
- Try not to show you are upset, it may be hard but bullies thrive on someone's fear.
- Stay with a group of friends as there is safety in numbers.
- Be assertive, shout "No!" Walk away confidently, go straight to the teacher or other adult and report the bully.
- Remember, fighting back makes the matter worse. Talk to the teacher.
- We will listen to you and you will be taken seriously.
- You will get support and continued support for as long as necessary.

If you know someone who is being bullied:-

- If you know someone who is being bullied, take action.
- Watching and doing nothing makes it look as if you are on the side of the bully. It makes the victim more unhappy and lonely.
- Try not to get involved but tell an adult immediately. Teachers will deal with the situation without getting you into trouble.
- REMEMBER, a bully cannot be a real friend.
- Try to make our school a place where bullying is not tolerated and where everyone feels safe.

Pupils are invited to tell us their views about a range of school issues, including bullying, through the School Council. Alternatively, parents can speak to a member of staff or write their concerns and give them to a teacher.

## **The Role of the Parents.**

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.

If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the School Prospectus.

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

Please try to work with us, it is the best way of supporting your child and bringing about an end to bullying. If the bullying is recorded in the Bullying Log, (sent to the Local Authority) the school and parents should continue to work together until the issue is completely dealt with. This is for the victim and the instigator.

As a parent if you suspect your child is being bullied:

- Look for signs of unusual behaviour, e.g. suddenly not wanting to come to school, feeling ill, not completing their work to their normal standard.
- Try to take an active role in your child's education. Enquire how the day has gone, who they have spent time with, how lunch time was spent, etc.

If you then consider your child is being bullied:

- Tell your son/daughter there is nothing wrong with them. It is not their fault that they are being bullied.
- Tell your child not to fight back it can make matters worse.
- Emphasise that your child needs to report the bullying to the teacher and not be afraid to ask for help.
- Contact school and follow the procedures as outlined above.

## **The Role of the Teacher and Support Staff.**

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

If teachers witness an act of bullying, they will either investigate it themselves and may refer the incident to the Head Teacher. Teachers and support staff will do all they can to support the child who is being bullied.

Staff will record **all** incidents of bullying that occur both in and out of class. We will also record incidents that occur near the school, or on the children's way between school and home. We need to deal with the aspects of bullying behaviour, the child needs our support to help them overcome these issues. Any adult who witnesses an act of bullying should record them in the Care File.

When any bullying has taken place in the classroom the teacher will deal with the issue immediately. This may involve counselling and support for the victim and consequences for the offender. Time will be 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.

When a child is involved in continued acts of bullying the Senior Management Team and/or the Head Teacher will be informed. School will then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies, such as the Pupil Support Service or Social Services Department to become involved. (Refer to next page.) School will take whatever action it deems necessary to eradicate all forms of bullying or oppressive behaviour.

Teachers will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all, e.g. drama, role-play; stories etc., Circle time will be used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere. Class "DoJo" can help record children's attitude to bullying and how new behaviours can be modified. Positive Behaviour Management strategies are used to reinforce the Anti-Bullying message (see Behaviour Policy)

### **The Role of the Head Teacher.**

It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy and to ensure that all stakeholders are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher will report to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head Teacher will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this type of behaviour is wrong.

The Head Teacher will ensure that all staff, including Midday Supervisors receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head Teacher will provide regular communication with parents to assure them that appropriate action is being taken to address any concerns they have raised.

The Head Teacher will encourage a school ethos of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Governors.**

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body will review the effectiveness of this policy regularly. The governors require the Head Teacher 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 who is dissatisfied with the way that the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body will notify the Head Teacher, and ask him/her to conduct an investigation into the case, and to report back to a named representative of the Governing Body.

## **Procedures for Dealing Specifically with Incidents of Bullying.**

### **Stage 1 (Teacher Concern)**

- Child reports to class teacher.
- Apology to victim – verbal
- Apology to victim – written
- Appropriate consequences.
- Parents are informed informally of incident.
- Incident recorded in Care File

Both the bullied and bullying child are counselled by class teacher (and SENCo / Head Teacher if necessary).

Consequences should be used in line with the school Behaviour Policy but could include:

- A possible loss of privileges.

### **Stage 2**

- Class teacher / reports to Senior Management Team and may discuss with Head Teacher.
- Child is given notice that ‘bullying’ and other inappropriate behaviour is being recorded.
- Record containing date and description of incident, this may be the first time incidents are recorded by the Headteacher..
- Class teacher and SENCo or Head Teacher speak to child(ren) and a timetable for improvement in behaviours agreed.
- Parents are invited into school formally to discuss the issues and agree actions and the way forward.

### **Stage 3**

- Head Teacher / Outside Agency / Senior Management Team implement strategies to correct behaviour using an Individual Behaviour Plan (IBP)
- Parents work in tandem with school.
- Governors may be involved
- Suspension and/or exclusion may be considered.

## **Reviewing the Policy.**

The Head Teacher and staff will monitor the effectiveness of this policy on a regular basis.

The Governing Body will review this Policy every two years. The governors may, however, review the Policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Monitoring and Evaluation.**

### **Appropriateness:**

Does it:

- Meet the aims described?
- Support the general ethos of the school?

**Efficiency:**

- Could things be done more simply?
- Have some unnecessary aspects been included?

**Effectiveness:**

Does it:

- Have sections that could be operated to better effect?
- Support the day to day, handling of bullying incidents?
- Allow for all to be treated in an equitable and fair way – both victim and aggressor.
- Support principles of equal opportunities?

**Are:**

- Staff more vigilant and responsive to bullying.
- Fewer pupils report being bullied or that they bully others.
- More pupils say they would not join in bullying others.
- More pupils would tell a member of staff if they were being bullied.
- Are all stakeholders fully involved?

This policy was updated on 20<sup>th</sup> March 2018. It is due to be reviewed in the Spring term of 2019.

Signed: **Roger Hardy**  
(Headteacher)

Signed: **Alison Piper**  
(Chair of Governors)



## **Anti Bullying Policy**

### **Strategies for Parents.**

The following is included to support parents and pupils in dealing with issues around bullying and anti bullying. School will take your concerns seriously and act promptly to address the points you raise. We understand feelings can be running high but by working together and staying calm we are confident there will be an easy resolution for all parties.

### **Useful approaches could 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.
- Reminding parents of that toys/games or valuable items should not be brought into to school.
- Putting on a drama to which parents are invited.

### **When 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 you can take to help your child at school.
- Stay in touch with the school.

It is the teacher's role to investigate your concerns and report back on their findings. The investigation will be fair and unbiased. The teacher will report back to you on the issues you have raised. Please allow time for this investigation to take place.

### **If you feel 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 Learning and Development, who will be able to ensure that the Governors respond to your concerns.
- Contact local or national parent support groups for advice.

### **Parents can also be kept informed through:**

1. Leaflets and newsletters home.
2. Open days and anti-bullying weeks.
3. The school prospectus.
4. The school website.



### **What Can I Do If My Child Is Being Bullied?**

#### **If you are concerned that your child is being bullied:**

- Ask your child directly if he/she is being bullied. Many times he/she won't put forward the information due to the shame and embarrassment or due to fear.
- Believe your child, listen without interrupting and gather as many facts as you can including how your child responded to the bully;
- Don't promise to keep the bullying a secret. Explain that reporting the bully is the best way to get help;
- Don't blame your child and assure him/her that being bullied is not his/her fault. Don't minimise, justify or explain away that bully's behaviour;
- Talk to your child about handling the situation. Don't rush in to solve the problem for your child. As if he/she needs help. If he/she says "No", follow up and ask again later.
- Becoming familiar with the school's policy on bullying and follow the described procedure for reporting the bullying;
- Don't encourage our child to fight back;
- Keep records of dates, times, places, names of those involved and the names of witnesses. Be able to describe the impact the bully has had on your child as well as what your child has done to try to stop the bullying;
- Encourage your child to report the incident to school. Identify a member of staff your child feels comfortable talking to. Practice with your child how to make the report;
- Don't blame the school, but work with your school to make sure your child is safe and the school is monitoring the situation;
- Be patient with the school. They will need time to investigate and develop a plan;
- Inform the school if you feel the problem is not being adequately addressed by the school. Express your concern to the teacher and if necessary, to the Local Education Authority.



**Help your child develop skills to deal with bullying more effectively.**

- Find positive activities that will help your child's self esteem. Try to arrange involvement in positive social groups that interest your child especially if your child is timid and lacks friends;
- Make sure your child knows how to be safe and who to go to for help at school;
- Honestly reflect on your child's behaviour. Is he/she doing something that might be encouraging the bully to pick on him/her?
- If your child has special needs, help him/her deal with difficulties that may exist by talking things through;
- Acknowledge your child's feelings and take them seriously;
- Encourage your child to speak to the bully in a calm and clear voice. Practice with your child and find a style that fits with your child's personality;
- If necessary, seek counselling for your child to deal with the trauma of being bullied.

**If your child is being bullied, don't**

- Ignore or minimise your child's complaint. Your child could be seriously hurt emotionally or physically;
- Tell your child to just ignore the bully. Bullies rarely go away and your child needs to learn how to deal with them;
- Advise your child to hit back. Aggression among children can escalate quickly;



### **HOW DO I KNOW IF MY CHILD IS BEING BULLIED?**

Amazingly, parents frequently don't realise when their child is being victimised. Children are embarrassed and are afraid you will be ashamed of them for being teased. As the parent, you must learn to look for the subtle messages that show their child is having problems.

#### **Your child may be a victim of bullying if they:**

- Begin to act moody, sullen or withdraw from interaction;
- Become depressed for no obvious reason;
- Withdraws from school activities;
- Begin to have a loss of appetite or problems sleeping;
- Wait to use the toilets until they get home from school;
- Are unusually hungry after school;
- Become sad, sullen, angry or scared after receiving a phone call or email;
- Have torn or missing clothes;
- Have unexplained bruises or injuries;
- Stop talking to peers or asking to participate in activities with peers;
- Use insulting or demeaning language when talking about peers;
- Begins to complain about stomach-aches, head-aches or have panic attacks;
- Begins having difficulty sleeping or sleeps too much and are still exhausted;
- Begin to need extra money for school lunch;



### **HOW DO I KNOW IF MY CHILD IS BULLYING OTHERS?**

Children can develop bullying behaviours as early as preschool and it can often go unnoticed by adults. It may not be your fault your child is bullying, but it can be your fault if your child continues to bully.

#### **Your child may be bullying others if they:**

- Seem to enjoy having power, control and dominating others;
- Are physically larger or older than their peers;
- Seem to enjoy seeing others experience fear, embarrassment or pain;
- Show little or no empathy or compassion for the feelings of others;
- Justify his/her violent behaviours and blame the victim reporting that they 2deserved it2;
- Demonstrates little remorse of his/her negative behaviours;
- Seem more concerned with their needs and desires, without regard for the needs for others;
- Have friends who do whatever he/she says;
- Have more money or other possessions than they should have with vague explanations as to where the items came from;
- Are unable to see things from the other person's point of view;
- Spend excessive amounts of time watching violent moves or playing violent video games;
- Is disrespectful of rules and authority. Feels that the rules don't apply to him/her;



### **WHAT CAN I DO IF MY CHILD IS A BULLY?**

Not all bullies are the product of a violent or neglectful home. Even if your child is good and popular, they may still be disrespectful with their peers. If your child is bullying others, he/she is also experiencing psychological harm;

- No parent wants to admit that their child is a bully. Be careful not to become defensive;
- Don't make excuses, try to "wait out " or ignore the problem. Most bullies do not outgrow their aggressiveness;
- Find out as much as you can about the problem;
- Make it clear to your child that you will not tolerate bullying behaviour;
- Determine if your child is a leader or just one of the followers;
- If your child is a follower, keep him/her away from the leader and perhaps the entire group;
- Supervise your child more closely and monitor his/her friends;
- If your child is the leader, cooperate with the teachers and others parents in monitoring your child's activities;
- Be aware that the patterns of aggression and intimidation can become ingrained. The longer the bullying behaviours persist, the more difficult the behaviours are to change;
- Expect your child to acknowledge responsibility for his/her behaviour and accept the consequences that are given;
- Help your child be able to make a sincere apology to his/her victim and make meaningful reparations;
- Administer an effective, non violent consequence that is age appropriate and fits the offence;
- Avoid the temptation to personally pay for damages or injury. Insist your child make restitution; offer his/her personal property for restitution or work to pay for damages;
- Ask the school and other parents to report back to you if your child resumes any form of bullying or intimidation;
- Forbid your child from watching violence on TV, videos or movies. Limit all use of violence based video games (usually marked with "M" rating).



## **PROACTIVE STRATEGIES THAT CAN PREVENT BULLYING**

Families that are nurturing and caring and set clear limits can prevent bullying as well as victimisation. If you want to prevent your child from becoming a bully or victim:

- Teach your child to be both strong and kind;
- Encourage your child to be a good friend because good friends don't bully;
- Only use non-physical discipline to correct inappropriate behaviour;
- Monitor the whereabouts of your child;
- Know your child's friends and make sure everyone understands your view of teasing and violence;
- Set a good example by exercising appropriate conflict resolution;
- Make sure your child understands that there are consequences for aggressive behaviour;
- Teach your child not to hit or fight back; it often only makes things worse;
- Allow your child to feel what they feel, but help them find ways to express their angry feelings without hurting others;
- Listen to your child's concerns. Let him/her know that you have time for what ever concerns them;
- Talk with your child about computer ethics and establish rules of conduct and consequences for misuse of the Internet and/or email;
- Instruct your child to never share his/her passwords or get into an argument with someone online;
- Monitor your child's television, video and Internet viewing and make sure it is appropriate;
- Set rules for instant messaging (IM) and monitor your child's use of chat rooms;
- If you have firearms in your home, make sure they are secured;
- Work with your child on developing empathy for his/her victim and discuss the personal impact that bullying can have;
- Examine your family communication. Bullying can frequently be triggered by anxiety in the child caused by problems with a care-giver, a new baby in the house or a change of school;
- Work to improve family communication. Plan more family dinners and activities;
- If necessary, seek counselling to understand why he/she felt the need to intimidate and bully others.