

GARNTEG PRIMARY



GARNTEG PRIMARY SCHOOL

ANTI- BULLYING POLICY

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ANTI-BULLYING POLICY

AIM, VALUES AND ETHOS STATEMENT

Garnteg Primary School is committed to providing a safe and supportive environment for all pupils; in which they can *Live, Learn and Succeed*.

Everyone at Garnteg Primary School has the right to work in a welcoming, secure and happy environment. Only if this is the case will all members of the school community be able to achieve their full potential. Bullying of any kind breaks down the school ethos and prevents equality of opportunity. Staff and pupils see it as our responsibility to prevent this happening and the purpose of this policy is to provide guidelines to support this ethos.

DESIRED OUTCOMES OF THE POLICY

This policy aims to:

- Reduce the frequency of bullying incidents;
- Increase the likelihood that incidents will be reported to a responsible adult;
- Reinforce the anti bullying ethos as a whole school;
- Make school a safer and more enjoyable place.

Fortunately, bullying is very rare in Garnteg Primary School and is considered so unacceptable that it is dealt with by the Head teacher or, in his/her absence, the Deputy Head teacher.

CONSULTATION OF BULLYING

The Garnteg Primary School Anti Bullying Policy has been compiled in consultation with the school's governing body, staff, pupils (School Council). This policy will be reviewed by the Garnteg Governing Body every two years. This policy also complies with the Human Rights Act 1998, Equality Act 2010 and the Garnteg Strategic Pan 2012-17.

Then following methods are to be used to consult others about the extent of bullying in the school and the bullying policy in place:

- **Questionnaires**- given out in the school year to pupils to collect information and opinions on bullying. Collected data is analysed by the Governing Body, staff and School Council ;

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- **School Council-** members of the School Council are actively involved organising Anti-Bullying events, communicating with the pupils about Bullying, collecting information about bullying from pupils and reviewing the Anti Bullying policy;
- **Governors Meetings-** Governors review the Anti Bullying policy and assist in the development and improvement of the policy in place;
- **Suggestion Boxes-** placed in and around the school to collect pupils thoughts and opinions about bullying;
- **Focus groups;**
- **Interview with pupils;**
- **PTA meetings.**

DEFINITION OF BULLYING

The Torfaen definition of bullying is:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Therefore, bullying is deliberately hurtful behaviour, repeated over a period of time, making it difficult for a person to defend themselves.

Bullying takes many forms, face to face or through third parties. The hurt from bullying can be either/or both physical and emotional.

BULLYING BEHAVIOUR

Bullying can take place in many forms:

- **Physical**

Physical bullying is any unwanted physical contact between the bully and the victim. This is one of the most easily identifiable forms of bullying. Examples include: Jostling, punching, pushing, shoving, kicking, inappropriate touching, tickling, headlocks, use of available objects as weapons, damage to property and belongings (accompanied by the threat of violence). It is a criminal offence where it involves assault or wounding, or actual bodily harm.

- **Verbal**

Verbal bullying is any slanderous statements or accusations that cause the victim undue emotional distress. Examples include, directing foul language (profanity) at the target, using derogatory terms or playing with the person's name commenting negatively on someone's

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looks, clothes, body etc – personal abuse, tormenting, harassment, being laughed at, teasing, taunting, threatening, intimidating, teasing the family of the victim.

- **Emotional**

Emotional bullying is any form of bullying that causes damage to a victim's emotional well-being. Examples include: spreading malicious rumours about people, keeping certain people out of a "group", getting certain people to "gang up" on others (this also could be considered physical bullying), making fun of certain people, ignoring people on purpose – the silent treatment, excluding, (rejection), harassment, provocation, pretending the victim is non-existent, saying hurtful sentences (also a form of verbal bullying), mocking, humiliating, excluding, using inappropriate hand gestures.

- **Cyber-bullying**

Cyber-bullying is defined in legal glossaries as actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another or others. It is the use of communication technologies, the internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text messaging with the intention of harming another person. Examples of what constitutes cyber-bullying include communications that seek to intimidate, control, manipulate, put down, falsely discredit, or humiliate the recipient. The actions are deliberate, repeated, and hostile behaviour intended to harm another.

- **Sexual**

As defined by the NSPCC sexual bullying is "any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls. It can be carried out to a person's face, behind their back or through the use of technology." Beatbullying described bullying as "use of sexual words to put someone down, like calling someone a slut, a slag, or gay, or spreading rumours about someone's alleged sex life. In its most extreme form, it can be inappropriate touching, sexual coercion, harassment, sexual assault or even rape."

- **Racist**

Racism is when words or conduct that disadvantage or advantage people based on their colour, culture or ethnic religion. The Stephen Lawrence Inquiry, 1999, report defined racism as 'Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.' It also defines 'a racist incident as 'any incident which is perceived to be racist by the victim or any other person.' Racism is also behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.

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- **Disability**

All children are potentially vulnerable to bullying, for a variety of reasons. However, learners with SEN and disabilities may be bullied for a range of additional reasons. Evidence shows that children with a range of needs are more likely to experience bullying than their peers.

“Contact a Family” have produced *A guide to dealing with bullying: for parents of disabled children* (2010) in which it suggests that disabled children are more vulnerable to bullying because:

- of negative attitudes towards disability
- of a lack of understanding of different disabilities and conditions
- they may be seen as ‘different’
- they may not recognise that they are being bullied
- they may be doing different work or have additional support at school
- they may be isolated due to their disability
- they may have difficulties telling people about bullying
- they may find it harder to make friends as a result of their condition
- they may exhibit bullying behaviour without understanding the consequences
- they may experience lots of transitions which means they have to settle into new environments. Examples of transitions are moving from a special unit to a mainstream school, spending periods of time in hospital and returning to school.

- **Homophobic**

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGB people, or against those perceived to be LGB. Where ‘LGB’ is used in the guidance, this is the shortened form of ‘lesbian, gay, bisexual’. Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual (LGB) people, or against those perceived to be LGB.

- **Sexist bullying**

Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.

Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- **Sexual bullying**

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This is bullying behaviour that has a specific sexual dimension or a sexual dynamic. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

- **Transphobic bullying**

This stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of gender or gender identity is seen as being different from typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of gender identity, rather than to their biological body.

Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that their parent, relative or carer is transgender. Although incidences of direct transphobic bullying are rarely identified in schools, and often take the form of homophobic bullying, where these cases do occur learners experiencing transphobic bullying may feel a sense of extreme isolation, and schools will want to seek advice on where and how to access specialist support.

- **Image based**

This is bullying with regards to the way in which a person looks. Examples include negative comments made about a person's appearance, body image or weight.

- **Minority groups**

(travellers, looked after children and children with long term health condition)

PREVENTION- REDUCING THE FREQUENCY OF BULLYING

Garnteg Primary School agrees that bullying should be dealt with as a whole-school issue. Reducing bullying in schools is more effective when a multi-faceted whole school approach is adopted. This includes awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work in the school environment and acceptable and unacceptable behaviours. Garnteg Primary recognises prevention is always better than cure, so vigilance is a key element.

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OPPORTUNITIES TO TACKLE BULLYING

Bullying and its effects may be explored, exemplified and reinforced through many areas of the school's curriculum.

Torfaen promotes SEAL as a whole school strategy (in line with Welsh Government policy) which underpins the creation of a safe environment that does not tolerate bullying behaviour of any kind. Learners are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. They are encouraged to build a learning community where they feel responsible for including their peers, and can develop and practice the skills associated with building positive relationships. They are supported to learn and practice the skills of assertiveness so that they become more able to resist negative peer pressure, and are taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.

Whole school assemblies and discrete curriculum lessons are provided, focusing specially on bullying, as well as ideas for reinforcing and embedding the skills across the curriculum. The SEAL materials also provide training materials for staff groups, and information and activities for parents/carers.

As Garnteg endeavors to implement SEAL effectively across the whole school, it establishes strong foundations to its work to prevent bullying. The SEAL approach offers a whole-school framework through which anti-bullying can be promoted through:

- PSE
- Tutor groups
- Creative writing in English/Welsh lessons
- Drama
- History
- Religious Education.
- Specific work on problem solving games which can be used to teach non-conflict resolutions.
- Books on bullying (both fact and fiction). DVD's
- Peer group education e.g. drama production developed by senior pupils
- Co-operative group work
- Circle time
- Circle of friends
- Buddying (or befriending)
- School councils – primary and secondary school pupils
- The support group approach
- Mediation by adults
- Mediation by peers
- Peer support – primary and secondary school pupils

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- Assertiveness training groups – primary and secondary school pupils.
- Working with Bystanders

Feedback from young people in Torfaen identified some strategies that they consider need to be in place to deal with bullying more effectively:

- Anti-bullying committee of school council
- Pupil friendly anti-bullying policy
- More posters about bullying around the school
- Bully box (as a way of reporting incidents)
- Raise awareness of bullying, make people realise how bad it is (SEAL)
- Anti-bullying weeks
- Support the victims to feel more confident in themselves.
- Making sure people know they can talk to anybody about the problem
- More Restorative Justice Sessions
- More lessons on how to deal with bullying (SEAL)
- Provide support for bullies so that he or she can learn from their behaviour

Garnteg considers this feedback and looks to implement some or all of these strategies where it is feasible possible.

Consideration in Garnteg Primary School is given to the environment and supervision arrangements with mid day supervisors in corridors and playgrounds as well as classrooms, the school ethos, the school handbooks, communication within the school and with parents and governors.

STRATEGIES FOR PUPILS

Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. This information should be displayed around the school in a child friendly way. For example, evidence of peer support.

- As a “Telling School”, victims of bullying have clear routes to voice their concerns:
 - Mentors/Peer Mediators
 - Class/form teacher and support staff, pastoral mentor. The class/form teacher is the member of staff who is primarily entrusted with the well-being of the child in their class/form. Phase co-ordinators/pupils are encouraged to talk to their teachers
 - Key Stage co-ordinator/SLT. Some people feel more comfortable telling their Class teachers

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- Head/Deputy, Senior Leadership Team lead the anti-bullying procedures in the school but are happy to deal directly with the victims of bullying.

If all efforts to help pupils stop bullying fails, our schools will need to take tougher action to deal with persistent and violent bullying, and will need to make sure that the whole school community knows that sanctions will be used. These sanctions will be fairly and consistently applied.

STRATEGIES FOR PARENTS

The involvement of parents of children being bullied is valued by the school. Parents have the opportunity to use the following strategies to be informed of prevention strategies.

Useful approaches 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, anti-bullying week.
- Advising parents of possible consequences of their children bringing valuable items to school.

Parents can also be kept informed through:

- Leaflets and newsletters available from the school reception area, outside the head teachers office or through request;
- Open days, parent consultations;
- Anti-bullying weeks;
- The school prospectus;
- The school website.

RECORDS OF BULLYING

Bullying incidents are record in the school. Details are recorded on class behaviour logs, registers or forms. Details include:

- Names of those involved, including the victim, bully and any witnesses
- Dates of incidents
- Details of incidents

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- Action taken
- Monitoring of situation and review
- LEA completed log for alleged and actual bullying

REACTION- RESPONDING EFFECTIVELY TO REPORTED INCIDENTS

Once bullying concerns have been expressed, these should be dealt with by either the form teacher, the Head of Year or Assistant Head (Pastoral). The strategies will include:

- Talk to victim of bullying
- Talk to alleged bully
- Write an incident report/log of the incident (alleged/actual)
- Design coping strategies for the victim to avoid the situation
- Alert teachers , parents and relevant others as to the issue
- Agree a management plan for intervention and support to the victim and alleged bully
- Allow the victim and bully to meet and discuss issues leading to conflict resolution
- Agree a review/monitoring time for reflection and further support

Every case is different and will require different solutions however this policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

The school reserves the right to identify and move to directly onto any given stage of the process depending on the severity of the incident.

RESPONSES TO INCIDENTS OF BULLYING

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem.

- **Stage 1 Initial Concern**
 - School aware of the information regarding an incident
 - Incident investigated by school staff members concerned e.g. Teacher Senior management alleged Incident log started, including date and description of incident
 - Apology to victim – verbal/written

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- Child is counselled by class teacher (and AENCo/ Headteacher if necessary)
- Appropriate sanctions put into place
- Monitoring of incident time indicated
- Parents may be informed
- **Stage 2 Repeated Incident**
 - School aware of the information regarding an incident
 - Incident report to Senior Leaders DH/ HT
 - Child is given notice that “bullying” and other inappropriate behaviour is being recorded.
 - Incident log updated
 - Support strategies for the victim are agreed and planned.
 - Appropriate sanctions put into place
 - Parents are informed and encouraged to support the school and their child in the process.
 - Agree a management plan for intervention and support to the victim and alleged bully
 - Allow the victim and bully to meet and discuss issues leading to conflict resolution
 - Agree a review/monitoring time for reflection and further support
 - Monitoring and a review of incident time indicated
- **Stage 3 Sustained/Prolonged Incidents**
 - Head teacher control
 - Head teacher/outside agencies AENCO etc implement strategies to manage and correct behaviour
 - Possible fixed term exclusion
 - Parents work in tandem with the school
 - Chair of Governors is informed.
- **Stage 4**
 - Permanent exclusion
 - Follow guidance in school exclusion policy and LEA guidelines.

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- All incidents will be monitored and staff are aware of records of incidents held in the office and reviewed over an agreed period of time to ensure that the bullying has stopped.
- Parents are informed and encouraged to support the school and their child.

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the Head teacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.

SUPPORT FOR PUPILS

Clear details will be given about support for victims, perpetrators and bystanders in a child friendly way to raise awareness of the school procedures and the outcomes of bullying for all parties involved.

The Victim:

- Reassurances that the action will be stopped and support strategies for the victim are agreed and planned.
- Where bullying has taken place, reassure the victim that it is not his/her fault, they were right to report it, that all bullies are responsible for their own actions and the consequences to follow.
- Victims may require support to develop assertive behaviour and to avoid further problems and a supervised meeting with the alleged bully to discuss the issues face to face will be arranged i.e. apologies made to the victim .
- Victim is linked to a network of adults and pupils who will support them.

The Perpetrator:

- Logical consequences. Pupils need to be made aware that their behaviour is related to an outcome and has consequences for themselves and others
- Time out. Removing the student from the group, where he or she can think about their behaviour and a solution
- Loss of privileges, with the opportunity to redeem one's self
- Individual student support/ management plan (reference: pastoral support programme)
- Parental involvement
- Counselling

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- Removal of bully away from the victim (e.g. into another class)

Bystanders:

- Where bullying has taken place they have a right to report it, reassure them that they are behaving appropriately by reporting it and that all bullies are responsible for their own actions and the consequences to follow.
- Logical consequences. Pupils need to be made aware that their behaviour is related to an outcome and has consequences for themselves and others.
- Workshops and/or counselling to develop pupils understanding of bullying.

PARENT CONCERNS

If you have concerns, please contact the school where an appropriate appointment can be made to discuss the issues.

If your child is being bullied:

- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

If your concerns are not being addressed it is important to follow the appropriate process in the order of stages listed below:

1. Check the school anti-bullying policy to see if agreed procedures are being followed.
2. Make an appointment to meet the Head Teacher to discuss and resolve the issue.
3. Write to the Chair of Governors explaining your concerns.
4. Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
5. Contact local or national parent support groups for advice

STAFF TRAINING

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Staff are encouraged to participate in the necessary training to support them with dealing with bullying issues. The PSE coordinator will maintain communication links with the SEAL provider to ensure that staff are able to develop the necessary skills with regards to bullying.

Staff will feedback information from training to staff, the PSE coordinator and head teacher in order to support and deliver the Anti Bullying Policy effectively.

DEVELOPMENT AND REVIEW

TIMETABLE FOR DEVELOPMENT AND REVIEW

Policies are renewed and updated on a regular basis every 2 years. In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective, making clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

EQUAL OPPORTUNITIES

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

POLICY REVIEW

The following agree to the implementation of this policy:

Headteacher signature _____ **S.E Roche** _____ Date -
____ **11.02.15** _____

Chair of Governors signature _____ Date _____

Chair of School Council signature _____ Date _____

Policy Review date: February 2017

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APPENDIX

APPENDIX A

Name of Pupil	Warning		Parent informed	Class teacher & parent discussion	Warning 3	Head teacher letter/loss of privileges	Warning 4	Headteacher , class teacher & parent meeting / discussion of sanctions
	1	2						
Joe Bloggs	10/01/11 V	25/02/11 P	16/02/11	20/02/11	19/03/11 P	21/02/11 Restrict-ions at lunchtime	24/03/11	30/03/11 Discussion with parent possible f/t exclusion.

1. When an incident of bullying occurs a teacher enters the name of the bully into the table. The teacher will give a first verbal warning. The warning is recorded on the Bullying Incident Record sheet by the teacher and dated. Specific letters identify the type of bullying. The identifying letters are explained in the key on the record sheet, e.g.:

V = verbal abuse

P = physical abuse

S = sexual

E = emotional

2. If or when a second bullying incident occurs, the same action is taken and the bully receives a second warning. In this instance the parents of the bullying child are informed of the incidents, via the home/school diary. They are invited to school for discussions. Any essential information is recorded on the Bullying Incident Record form, and is also logged on a school incident report for which will be collected by the LA. This in turn will be analysed termly and resources targeted accordingly.

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3. Bullying may continue, for which a higher level warning is given, recorded and dated by the headteacher.
4. When the bully receives this warning, a letter is sent from the headteacher to the respective parents/carers inviting them in to discuss suitable and appropriate sanctions. These can include excluding the bully from a sports event, or removing other privileges.
5. A further incident of bullying results in the headteacher sending out a final letter to the parents/carers inviting them into school for further discussions. At this meeting a further set of sanctions will be imposed on the bully or bullies by the headteacher. The school anticipates that very few incidents of this severity will occur. Sanctions imposed may include exclusion at lunch time or as a last resort, a fixed term exclusion.
6. The measures outlined above are applied consistently by staff. The headteacher monitors the record of bullying incidents regularly to check for patterns in individual behaviour that may require attention and this should be reported to the governing body.