

# Ysgol LLannon School

## Anti Bullying Policy

### Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DCSF guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in '*Every Child Matters*'.

DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

### Philosophy

All bullying behaviour is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions. We recognise the detrimental effect on anyone who may be subjected to bullying and will work actively to minimise the risks of bullying. Victims of bullying will be treated in a supportive manner and their support will not be regarded as a burden to staff and peer groups. We understand that bullying may have a harmful effect on educational performance. We are committed to combating all bullying behaviour and when necessary will work in partnership with any relevant agencies. We recognise that bullies may also need ongoing support to change their behaviour.

### Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales (in the Governmental Guidance on Working Together to Safeguard Children) as,

“...deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves”.

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

- Physical (examples include, hitting, kicking, theft ...),
- Verbal (eg racist, homophobic remarks and name calling ...), and

- Indirect (eg spreading rumours ...”).

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme, significant harm (including self-harm) may take place. Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

### **Aims and objectives**

- To raise the profile of Bullying as an issue.
- To use strategies (such as SEAL, circle time, cylch o ffrindiau) that will help to prevent bullying.
- To respond to bullying incidents swiftly and appropriately.
- To acknowledge that both the victim and perpetrators of bullying need support.
- To recognise that all members of our school community have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.
- To record all bullying incidents and regularly report their incidence to the Governing Body, and to the LA
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **The role of governors**

The governing body supports the headteacher 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 monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

## **The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher reports incidents of bullying to the Local Authority on their termly Bullying Incident form noting the number of incidents and how they were dealt with.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the 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 being punished.

The headteacher ensures that all staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

The school has a behaviour logbook in which staff record all incidents of bullying that occur both in and out of class. Any adult who witnesses an act of bullying should record it in the logbook.

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 punishment for the offender. 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. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories through PSe and SEAL theme Say no to Bullying etc etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Other activities used to introduce anti bullying are Drama, History, Religious Education, Creative writing etc.

## **Policy Ownership and Responsibilities**

This policy applies to all members of our school community.

We will ensure our responsibilities are met by ensuring that:

- Procedures are used to prevent and respond to bullying incidents
- The Headteacher oversees the management of any bullying incidents and monitors the needs of both victim and perpetrator over time.
- Procedures are reviewed annually and evaluated and these reviews involve staff, children/young people and parents/carers.
- We record and report Bullying incidents to the Governing Body and the LEA.

## **Actions to Combat Bullying**

- Our Ethos upholds the principles of respect for all.
- Regular assemblies about statements to live by help the children understand the importance of respect for all and ways of keeping safe.
- We regularly give anti-bullying messages including details for children about who to turn to – in school; local community and National help lines.
- Children complete a bullying questionnaire
- The Curriculum covers all aspects of bullying, particularly in SEAL and e safety lessons, circle time PSE, SEAL, Posters and leaflets, Anti Bullying Week etc.
- Visits from NSPCC, Sbectrum, School Beat officer etc all support our policy and ethos.
- Whenever possible we are involved in education initiatives that can help challenge Bullying e.g. Healthy Schools Initiative, Anti Bullying Week.
- We provide access to appropriate advice and support for both victims and perpetrators.
- Where appropriate, we work with other agencies, including the Police.
- All incidents of bullying are reported to the Head Teacher for further action.  
This may include:
  - Contacting Parents
  - Loss of break or dinner time play activities
  - Temporary Exclusion
  - Permanent exclusion

## **The Role of Children and Young People**

Our Anti-Bullying Policy is effectively enforced in a supportive climate where everyone has an understanding of bullying and expectations. In this regard everyone (both adults and children) is expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive Citizenship.

## **We are a Telling School./Ysgol sy'n Dweud**

As a Telling school, children in school have several ways to voice their concerns:

Circle Time

School Council

School Ambassadors

Playground Buddies

Class teacher

Learning support Assistants

Headteacher

We expect all children to act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself. We expect all members of our school community to adhere to and promote the aims and objectives of our Anti-bullying policy. We expect all members of our school community to refrain from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

## **The Role of Parents/Carers**

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways; by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

We expect parents and carers to:

- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying, sharing concerns as soon as possible and by not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy, by acting responsibly and calmly.
- In the event that sanctions are given to support these and make clear their disapproval of this behaviour.
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change behaviour.

Parents will be informed of any incident where their child is involved in bullying. The school will also endeavour to keep parents informed about bullying by: Leaflets and letters home, Anti bullying week and asking parents to inform the school as soon as any type of bullying comes to light. This can be by personal visit, letter, telephone call, e mail etc.

## **Evaluation Procedures**

In order to assess the effectiveness of an anti-bullying policy, evaluation procedures are in place.

The Headteacher receives any reports on bullying and analyses these reports.

We use the following standards as a means of measuring performance:

- Variation in number of reported incidents over a specific period with record of any increase since first instance.
- Individual incident returns, including nil returns within specified periods for different age groups.
- Monitoring the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.

**As pupil voice plays is important in Llannon school the pupils drew up their own policy.**

**Dyma polisi gwrth fwlio disgyblio Ysgol  
Llannon:**

## **Polisi Gwrthfwlio Disgyblion Ysgol Llannon**

- Cyd chwarae yn hapus.
- Bydis - Cadwch lygaid rhag ofn fod rhywun o dan yr arwydd ar yr iard.
- Cadwch eich dwylo, eich traed a'ch sylwadau cas i chi eich hun.
- Peidiwch â cuddio pethau plant eraill.
- Peidiwch ag aros ar y fainc.
- Peidiwch ag agor y lle storio ar y meinciau.
- Peidiwch â chario clecs.
- Peidiwch cloi y gat fach.
- Peidiwch â swingio ar y gat.
- Peidiwch â swingio ar y ffens ar y stepiau.
- Siaradwch Gymraeg. Rydym yn anelu at gael y wobr aur!
- Dilynwch yr amserlen gweithgareddau.
- Trafodwch unrhyw anghytgord yn agored. Cofiwch roi cyfle i bawb siarad cyn penderfynu ar y ffordd ymlaen.