Troedyrhiw Community Primary Anti-Bullying Policy

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'Believe and Achieve'

Troedyrhiw Community Primary is a happy and caring school at the heart of our village, where everyone is inspired to believe and achieve.

Vision Statement

At Troedyrhiw Community Primary we aim to empower our children to become independent, respectful and tolerant members of the wider world. We believe that the future is full of possibilities for every child. We strive to inspire learning for life, encouraging our children to make their dreams come true.

Mission Statement

In order to fulfil our vision we will strive to bring out the best from each child and provide opportunities for success for every one of them. We will provide a high standard of education and equip our children with the necessary skills to enable them to become confident, independent and lifelong learners. We will ensure all staff are well trained and are able to motivate and inspire our learners to believe and achieve.

Rights Respecting Schools

As a Rights Respecting School we aim to ensure that the rights of children under the United Nations Convention on the Rights of the Child (UNCRC) are upheld.

Each class creates a Class Charter at the beginning of the school year. This is their agreement to one another.

Article 19 : You have the right to be protected from being hurt or badly treated.

The aims of our school curriculum are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline and a sense of responsibility.

- To develop a positive attitude towards learning, in a stimulating and challenging environment.
- To provide our children with sound academic foundations upon which to build.
- To develop our pupils into independent learners with the skills needed to support lifelong learning.
- To maintain strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children respect for the diversity in multicultural society in which we live.
- To recognise and nurture the potential in each and every person in our school.
- To offer equality of opportunity to everyone within the school.

Anti-Bullying Policy

Behaviour Policy to be read in conjunction with anti-bullying policy.

Defining bullying is a very difficult task. What some may call bullying maybe just a game to someone else .It can take many different forms. It can happen over a short term or even last a number of years. Bullying can be physical or verbal. In some cases it may just be a matter of looking at someone else. It can be carried out in a subtle or an overt manner. It can occur between two individuals or be carried by bully gangs'. It can happen in all institutions and all ages.

In an effort to describe bullying Delwyn Tattum says;

'It is the wilful, conscious desire to hurt or threaten someone '.

To do this the bully succeeds in gaining some kind of power over the victim. Unfortunately this situation is not always easily recognised by teachers and parents. Victims are sometimes too afraid or ashamed to inform anyone else for fear of making the problem worse.

Research shows the incidence of bullying is lower in school, which have a friend ethos where the vast majority of pupils behave courteously and responsibly towards one another.

What is bullying?

It can be…

- Name calling, intimidation and threats or extortion
- Teasing and taunts, rude gestures and remarks

A bully may…

- Threaten or frighten someone else
- Take someone's property
- Demand or take money
- Deliberately damage someone's school work or property
- Force someone to do something against their will

It is worth nothing that children will frequently fall out of with one another and occasionally they will call each other names. However, this does not mean that they are bullying one another. The important points to consider when assessing whether bullying is taking place are:

- What type of bullying is it?
- How severe is it?
- How often has it occurred?
- What motivates the bully?
- How many people are involved?

Responsibility

It would be beneficial if staff, parents and guardians could regularly check if their child displays any of the following signs.

Some possible symptoms of a child who is being bullied are:

- Develop upset stomachs or headaches
- Make regular requests for extra money or begin stealing
- Became more aggressive or have temper
- Became shy, withdrawn or lacking in confidence
- Begin to do poorly in their schoolwork
- Regularly have their clothes or property damaged or destroyed
- Have nightmares
- Be off their food

Positive Behaviour Policy

We are a telling and listening school. We are a supportive school. In-line with the school behaviour policy, there are several strategies in place to support pupils', promote positive behaviour and engage pupils' in fair play and friendships. The school council plays an active role in supporting pupils' during play-times and liaises with school staff regularly. However, there is also a need for school to be proactive with regards to concerns / incidents relating to bullying. This a shared responsibility amongst all members of the school community.

Any incidence of bullying must be shared.

Responsible Year 5 and Year 6 pupils are chosen to become 'Peer Mentors'. They receive training along with other Primary Schools in the cluster on how to deal with and support pupils who are being bullied or who are generally unhappy.

These pupils are introduced in assemblies and are available throughout breaktimes and lunchtimes for those pupils who need to talk to them. They wear special badges to ensure all children are able to identify them.

In our playground we also have a 'Buddy Zone'. This is available for all pupils that need to talk to someone, when they go to sit on it this is a sign.

The Buddies are then trained to report all incidence of bullying either to the nearest adult, class teacher or Headteacher. They should be assured of prompt and sympathetic response.

Peer group pressure

Children will be made award of moral values and fair play through the delivery of the curriculum, school assemblies, drama, role play etc. their views and fillings are frequently sought concerning this problem. A bully should be made to feel that this behaviour is totally unacceptable to his/her peers

Communication between staff

This is very important. All colleagues who are going to come into contact with the bully or the victim, at playtime or dinner times, need to be aware of what happens so they can be vigilant and support all concerned.

Similarly, if a child has an IBP for behaviour problems, this has to be communicated to anyone who is going to deal with him or her. In addition, a child may be monitored or supported through the school's well-being policy (e.g. Well-being Plan).

Issues will be discussed as they arise in weekly staff meetings or through short briefing sessions.

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

If you are the victim

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with someone else.
- If possible talk to your class-teacher , a support member of staff, your Headteacher, your buddy – share your worries with someone who can help you

If a pupil should witnesses bullying behaviour

- Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
- Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
- Accompany the victim to a trusted adult, or suggest that you see their Head of Year or Tutor on their behalf.

Procedure for members of Staff should you witness an incident of bullying or it is reported to you

- Reassure and support the pupils involved.
- Advise them that you are required to pass details on to the Headteacher and / or deputy Headteacher
- Inform Headteacher / deputy Headteacher as soon as possible.
- Record incident – incident logs / LA reporting form.

Immediate response to bullying

- Remain calm. Be in charge of the situation. Reacting optionally may play into the bully's hands and give the bully control of the situation.
- Take the incident or report seriously and investigate.

- Consider whether action needs to be private or public.
- Reassure the victim taking care not to make them feel foolish, ashamed or inadequate
- Log incident and communicate to Headteacher, in her absence, Deputy Headteacher.
- Implement sanctions (as below)
- Engage with supporting agencies to support the victim and the bully.

Sanctions for bullying

Once the Headteacher / Deputy Headteacher are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and an account of the events will be recorded. The process for dealing with bullying will be explained clearly to them. Parents may be contacted and involved in the formal interview process

Details of the incident will be recorded on all the pupils' files. The LA will be informed so that it can be recorded as a bullying incident. The SLT together with the Well-being Leader will decide on an appropriate course of action.

In the first instance the class-teacher and / or deputy head-teacher will interview the pupil or pupils whose behaviour have caused distress and give him/them a formal bullying warning; making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will be made clear why the behaviour was inappropriate and unacceptable. Support and counselling will be offered. A suitable consequence will also be given. All incidents will be logged in the incident book. The Headteacher will be notified and relevant staff to ensure situation is monitored.

If the deputy Headteacher / Headteacher decides it is appropriate, or it is a pupil's second offence, parents of the perpetrator/s will be informed by letter or telephone. The following sanctions may be applied in accordance with the School behavioural policy.

Formal School Warning from the Headteacher. The Headteacher will speak to the pupils involved and will contact the parents or guardians giving details of the offence and inviting them in to school to discuss the matter and to be present when their child is given a Formal School Warning. Their support for the school's actions should be enlisted if possible. Consideration will need to be made as to whether support from the LA Behaviour and Inclusion services (or other) should be made (if not already in place).

Fixed-term exclusion at the Head teacher's discretion.

Permanent Exclusion at the Head teacher's discretion.

The LA will be informed of all fixed and permanent exclusions.

These are minimum sanctions. In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of Troedyrhiw Primary to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

Collecting and recording Information about bullying incidents

All incidents of bullying are logged and termly reports forwarded to the LA. The SLT will also monitor patterns of type incidents and the number of incidents, so that support can be offered more effectively.

This will include such information as listed below;

The number of incidents, including:

- Total number of incidents recorded during the term;
- The number of pupils responsible for these incidents, broken down by gender and key stage;
- The number of victims of bullying, broken down by gender and key stage;
- The type of bullying, i.e. was it:
    - Verbal
    - Physical
    - Cyber
    - Indirect/Silent
- The motivation for the bullying, i.e. was it:
    - Racial
    - Sexual orientation
    - Gender/sexual
    - Disability
    - Other

Troedyrhiw Primary also report details of racist incidents to the LA on a termly basis. The LA Dealing with Racial Harassment document is used as guidance. This document includes flow charts on how to deal with racist incidents and also includes a racist incident reporting form which needs to be completed and returned to the Local Authority on a termly basis.

Additional school policies to be referred to:

- Behaviour policy
- Child Protection Policy
- Complaints Policy.